The information in this Bulletin is made as accurate as possible at the time of publication. Students are responsible for informing themselves of and satisfactorily meeting all requirements pertinent to their relationship with the University. The University reserves the right to make such changes as circumstances demand with reference to admission, registration, tuition and fees, attendance, curriculum requirements, conduct, academic standing, candidacy, and graduation.

GENERAL OFFICE HOURS
Administration
8:30–12, 1–5:00 Monday–Thursday
8:30–12 Friday

Bursar, Office of Student Financial Services & Office of Admissions and Records
8:30–4:30 Monday–Thursday; 8:30–12 Friday
Closed 11:00–12:00 Thursdays for worship exercises
Saturday, Sunday, legal holidays,
and November 24, 2008

(To ensure service, appointments are especially recommended during interterm recesses and the summer)
A Message from the University President

Welcome to La Sierra University and to the remarkable journey of learning and faith that invigorates this distinguished academic community.

As you look through these pages, I believe you will be captivated by the opportunity to study in a setting of broad conversation and inquiry, imagination and hope. Our diverse community of students and professors is a welcoming one, exemplifying the joy of learning and service that daily forms the basis of this grand adventure.

I hope you will join us!

Randal Wisbey
President
## La Sierra University

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HISTORY

La Sierra University is a Seventh-day Adventist coeducational institution that began as La Sierra Academy in 1922, on acreage that had been part of an 1846 Mexican land grant known as Rancho La Sierra. It is now part of the city of Riverside. In 1923, with the addition of coursework in preparation for teaching, the school became La Sierra Academy and Normal School. As the offerings continued to grow, it became Southern California Junior College in 1927 and La Sierra College in 1939. Accreditation as a four-year liberal arts college was received in 1946.

In 1967, La Sierra College was merged with Loma Linda University as its College of Arts and Sciences. The School of Education was organized in 1968, followed in 1986 by the School of Business and the Evening Adult Degree Program, and in 1987 by the School of Religion.

The Loma Linda and La Sierra campuses of Loma Linda University were reorganized into separate institutions in 1990, and four schools (the College of Arts and Sciences, the School of Education, the School of Business and Management, and the School of Religion) and the Evening Adult Degree Program became La Sierra University.

LA SIERRA UNIVERSITY TODAY

La Sierra University is a Christian coeducational institution located in inland Southern California and is part of the Seventh-day Adventist system of higher education.

The University offers graduate and undergraduate curricula in applied and liberal arts and sciences, business and management, religion, and programs for professional education in fulfillment of requirements for teaching credentials.

Intellectual pursuits are facilitated by the University Library, museums, Observatory, Arboretum, Brandstater Gallery, MICOL computing laboratory, Learning Support and Testing Center, Hancock and Stahl Centers, and other campus resources. Physical fitness is encouraged on campus by such activities as intramural and varsity sports, physical education courses, and by three swimming pools, a fitness center, track, tennis, basketball, and volleyball courts.

The University buildings are on a gentle slope looking eastward over the Riverside valley, with its world-famous citrus and walnut groves and its palm-lined boulevards. The approxiamtely 300 acres owned by the University allow, during the winter months, the snow-clad peaks of the surrounding ranges to be seen rising above the rolling open fields—a view of rare beauty from the campus, truly a scenic part of the Inland Empire.

The convenient access to Southern California’s wide range of both participatory and spectator activities enables the University to offer a multitude of unique cultural and educational experiences appropriate for the responsible student.

ACCREDITATION

La Sierra University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, Suite 100, Alameda, California 94501, phone: (510) 748-9001, [http://www.wascweb.org].

The University is also accredited by the Adventist Accrediting Association (AAA), the accrediting association of Seventh-day Adventist schools, colleges, and universities, General Conference of Seventh-day Adventists, 12501 Old Columbia pike, Silver Spring, Maryland 20904, phone: (301) 680-6000, [http://education.gc.adventist.org].

The University is a member of the Council for Higher Education Accreditation, the Association of American Colleges and Universities, the National Association of Independent Colleges and Universities, and the Association of Independent California Colleges and Universities. Approval of programs is maintained with the California Commission on Teacher Credentialing. The undergraduate program in Social Work is fully accredited by the National Association of Schools of Music.

Curricula are offered leading to the following degrees: Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Bachelor of Social Work, Master of Arts, Master of Business Administration, Master of Divinity, Master of Pastoral Studies, Specialist in Education, and Doctor of Education.

MISSION STATEMENT

La Sierra University is a diverse community of inquiry, learning, and service, rooted in the Christian gospel. Committed to Seventh-day Adventist values and ideals, its mission is: to seek truth, enlarging human understanding through scholarship; to know ourselves, broadly educating the whole student; to serve others, contributing to the good of the global community.

La Sierra University pursues this mission for God and society with recognized excellence, integrity, compassion, and mutual respect.
AIMS OF THE UNIVERSITY

As a community of learning that is also a community of faith, La Sierra University fulfills its mission by engaging in three kinds of activity. It educates undergraduate and graduate students; it promotes research in the areas in which it offers instruction; and it contributes to the good of the larger society.

The University educates its students through a broad offering of studies in the liberal arts and sciences and in selected professional areas. It promotes research through encouraging and facilitating original investigation, critical reflection, and scholarly publication. It serves its various communities through adult education, resource centers, cultural events, nontechnical publications, and professional consultation. Among these varied activities, the University maintains as a vital concern the education of its undergraduate students.

Thus this University does the things most other universities do. But it does these things as the fruition of its Adventist heritage and commitment, even as it welcomes students from all religious and cultural backgrounds. The University’s religious orientation provides a perspective for its educational programs and projects, a motivation for its intellectual vitality and rigor, a framework for its moral values and lifestyle, and a basis for its social consciousness and public service. Convinced that God is the author of all truth, the University maintains an atmosphere of freedom and openness for intellectual exploration and expression.

As La Sierra University does its work of teaching, research, and service, it strives to exemplify its ideals of educational comprehensiveness, community interaction, and intellectual excellence.

The University intends to address the needs of a wide range of students who are both academically qualified for and genuinely interested in the kind of education it offers. It serves Adventist and other high school graduates and transfer students from all parts of the world.

It serves graduate and professional students within the areas of business, education, religion, and the liberal arts and sciences. It serves adult students whose education has been interrupted and who desire to complete the requirements for a university degree or credential. Meeting the needs of this wide diversity of students requires a corresponding diversity of educational programs and strategies.

The University intends, furthermore, to respond to the needs of students and teachers as whole persons. Accordingly it seeks to challenge the intellect to acquire the knowledge and skills essential to an effective, productive, and satisfying life in the coming decades. It seeks to engage the spirit in establishing fundamental values and attitudes of moral integrity, intellectual curiosity, religious commitment, and social concern. It seeks to nurture a mature sense of personhood through the development of appropriate self-esteem and self-direction as well as significant interpersonal relationships. And it seeks to enhance the body by encouraging and facilitating lifelong physical wellbeing.

Believing that all humanity is created in the image of God, the University celebrates the diversity of its students, faculty, and staff with regard to race, national origin, gender, and age. The University recognizes this diversity as a valuable asset in the preparation of all its students for positions of service and leadership in the professions, in business, in government, in the civic community, and in the church.

The University intends to interact vigorously with its multidimensional world—including its founding and sponsoring church, its growing urban community in California’s Inland Empire, its neighboring educational institutions, and its wider intellectual and cultural environment in the world of the and twenty-first century.

The University intends to teach its students how to make the world a better place in the future by involving them in making it a better place now. It intends to be, for both its religious and its secular publics, a significant influence—a reasoned and relevant, critical and constructive voice; a light on the way to the future; and a source of knowledge and energy for responding to a wide spectrum of human needs.

The University intends to promote intellectual excellence in four complementary ways. It seeks to encourage and enable each student to learn as much as he or she can. It seeks to draw individual students into the ongoing scholarly conversation in their own academic and professional disciplines.

It seeks to prepare students both for further education in graduate and professional schools, and for employment in the world they will inhabit in the future. And it seeks to initiate students into a responsible life that is intelligent and informed, unselfish and involved, open and growing.

In its drive toward recognized excellence, the University intends to recruit, support, and nurture teacher-scholars who are distinguished for their intellectual competence and vigor; for the breadth and depth of their educational background; for their continuing involvement in research, reflection, and publication; for their personal integrity and religious commitment; and for their enthusiasm for teaching.

Besides promoting research and publication by both faculty and students, the University intends to develop courses and curricula that will anticipate the future opportunities and needs of its graduates. Although there is room for growth in student enrollment and educational programs, the University intends to maintain among its students, faculty, and staff a quality of personal relationship that energizes and enriches all of its activities of teaching, research and learning, and service.
AFFIRMATIVE ACTION

La Sierra University affirms that Christian principles are not compatible with various forms of discrimination which have encrusted and divided modern societies, because all persons are of equal worth in the sight of God and should be respected accordingly. Moreover, the University recognizes that this nation was founded upon the ideal of equal opportunity for each individual to realize his or her fullest potential. Therefore the University is committed to teaching and practicing equality.

The University reserves the right to disagree with specific remedies and regulations that may be proposed to eradicate discrimination. Although the University is not legally required to have a written policy of affirmative action, it has established this policy as a guide to its employees, supporters, and students, to assist in promoting equal opportunity throughout the University.

The University endeavors to maintain a balance between affirmatively seeking to assist those in a disadvantaged class and providing equal opportunity for all individuals, whether or not they are in such a class. In an atmosphere of cooperation and understanding among all concerned, the University is committed to going beyond the requirements of legislation, litigation, and social pressure.

The complete statement regarding the University’s policy and program of nondiscrimination and program of affirmative action is available at the offices of the President, the Provost, Human Resources, and Student Life.

NONDISCRIMINATION

La Sierra University is committed to equal education and employment opportunities for men and women of all races and does not discriminate on the basis of disability, sex, race, color, or national origin in its educational and admissions policies, financial affairs, employment programs, student life and services, or any University-administered programs.

To this end, the University is in compliance with Titles VI and VII of the Civil Rights Act of 1964 as amended, and substantial compliance with Title IX of the Education Amendments of 1972 (45 CFR 86 et seq.) and Sections 503 and 504 of the Rehabilitation Act of 1973. The University also complies with the Age Discrimination in Employment Act of 1967 and Section 402 of the Vietnam Era Veterans Adjustment Act of 1974 and does not discriminate against any employee or applicant for employment on the basis of age or because they are disabled veterans or veterans of the Vietnam era. In addition, the University administers student programs without discrimination on the basis of age, except in those programs where age is a bona fide academic qualification for admission in accordance with the provisions of the Age Discrimination Act of 1975.

The University reserves constitutional and statutory rights as a religious institution and employer to give preference to Seventh-day Adventists in admissions and employment, including but not limited to 42 USC 2000e-1, 2000e-2, 6-15 of Federal Executive order 11246; 41 CFR 60-1.5(5); 34 CFR 86.21, 86.31, 86.40, and 86.57 (b); California Government Code sections 12926(c); and Title 2, Section 7286.5(a) (5) and title 22 Section 98222 of the California Administrative Code. The University believes that Title IX regulations are subject to constitutional guarantees against unreasonable entanglement with or infringements on religious teachings and expects students and employees to uphold biblical principles of morality and deportment as interpreted by the Seventh-day Adventist Church. The University claims exemptions from the provisions of the Title IX set forth in CFR Sections 86.21, 86.31, 86.40, and 86.57(b) insofar as they conflict with Church teachings and practices of morality, department and appearance.

The complete statement regarding the University’s policy and program of nondiscrimination and program of affirmative action is available at the offices of the President, the Provost, Human Resources, and Student Life.

FREEDOM FROM SEXUAL HARRASSMENT

La Sierra University does not tolerate sexual harassment, which is defined as inappropriate sexual advances, such as requests for sexual favors or other verbal or physical behavior of a sexual nature. Sexual harassment in any form subverts the mission of the University and threatens the careers, educational experience and well-being of students, faculty and employees. When a person submits, or is pressured to submit, to inappropriate sexual attention, the whole University community is damaged.

Sexual harassment is especially serious when it threatens relationships between teacher and student or supervisor and employee. In such situations, sexual harassment exploits unfairly the power inherent in a faculty member’s or supervisor’s position. Through grades, wage increases, recommendations for graduate
study, promotions and the like, a person in a position of power can have a decisive influence on the future of the student, faculty member or employee.

While sexual harassment most often takes place in situations of a power differential between the persons involved, the University also recognizes that sexual harassment may occur between persons of the same University status. The University does not tolerate behavior between or among members of the University community which creates an unacceptable educational or working environment.

The complete statement regarding the La Sierra University policy on sexual harassment is available at the offices of the President, the Provost, Human Resources, and Student Life.

**Drug Free Worksite**

La Sierra University is committed to providing a learning environment conducive to the fullest possible human development. To achieve this goal, the University holds that a drug-, alcohol- and tobacco-free lifestyle is essential and thus maintains policies that seek a campus environment free of those substances. The University intends to maintain a drug-free workplace in harmony with federal and state laws. The unlawful use, possession, distribution, dispensing or manufacture of controlled substances by its employees, whether faculty, staff or student, is prohibited. Further, the University expects any person employed by the University who receives federal or state funding as an individual to certify that he or she will not engage in the unlawful use or manufacture of a controlled substance while associated with the University.

In addition to these legal requirements, the University follows the health and temperance practices espoused by the Seventh-day Adventist Church. This means that all faculty, employees and students are required to refrain from the use of alcohol, drugs or tobacco while enrolled or employed at the University. Failure to comply with this policy will result in discipline up to and including expulsion or termination and, if appropriate, a referral to law enforcement agencies for prosecution.

The University offers a preventative educational program to its faculty, students and employees to develop an awareness of the risks involved in alcohol, tobacco and drug use and abuse and to promote the benefits of a lifestyle free of these substances. The University may, in its discretion, provide therapeutic alternatives for anyone in the University involved in the use of alcohol, tobacco, prescription or nonprescription drugs or other mood altering substances which impair the appropriate functioning of the involved individual within the University community.

The complete statement regarding the La Sierra University drug-free worksite policy is available at the offices of the President, the Provost, Human Resources, and Student Life.

**AIDS Education and Prevention**

In response to the epidemic of infection with the Human Immunodeficiency Virus (HIV), which causes Acquired Immunodeficiency Syndrome (AIDS), La Sierra University affirms its agreement with the general statement on AIDS prepared by the American College Health Association. The University recognizes its responsibility to its students, faculty, and staff to do everything possible to prevent people from being infected and to provide compassionate care for all concerned individuals.

HIV infection is potentially lethal, but it is preventable. La Sierra University upholds Biblical standards of premarital chastity and a totally monogamous heterosexual relationship following marriage as one of the best means of protection against HIV infection. The University opposes drug abuse in any form, including intravenous drug abuse, an additional means of protection against infection.

In accord with an action taken by the President’s Committee [December 6, 1990], the University mandates a program of education that reaches every student, faculty, and staff member which includes, but is not limited to, the means of transmission of the virus, high risk behaviors associated with transmission, best ways of preventing transmission of the virus, sites for and meaning of HIV testing, and compassionate concern for those in any stage of HIV infection. Such education shall be in accord with the latest information provided by the Centers for Disease Control, United States Public Health Service.

The complete statement regarding the La Sierra University AIDS education and prevention policy is available at the offices of the President, the Provost, Human Resources, and Student Life.

**Family Educational Rights and Privacy**

The La Sierra University Student Records Policy was developed in accordance with the Family Education Rights and Privacy Act (FERPA), commonly referred to as the Buckley Amendment. This law was enacted to protect the privacy of students and to provide for the right to inspect and review educational records. Any questions concerning this amendment may be directed to the Office of Student Life.

Further information about the Family Educational Rights and Privacy Act of 1974, subsequent amendments, and HEW guidelines are available in the Office of Student Life and the offices of each college/school dean. Additional information is also available in the Student Handbook.
SUMMER SESSION 2008
Beginning and end dates vary.
Advising and registration for summer sessions
Beginning of summer sessions
Last day to enter a course
Change audit to credit or credit to audit
Last day to withdraw with no record on transcript
Independence Day holiday
English Intensive
Diploma date
Labor Day holiday

PRE-FALL QUARTER EVENTS 2008
Advising and Registration for fall quarter:
ACT, English and Math placement testing
First-Year Student Orientations (Students will select 1)
First-Year Parent Orientations
Transfer Student Orientations (Students will select 1)
Ignite Experience by Student Life (Required for first-year students)
Ignite Weekend by Student Life (For all students)

FALL QUARTER 2008
Total days: 54
Instruction & Registration late fee begins
Last day to enter a course, change audit to credit, or credit to audit
Academic Convocation
Last day to withdraw with no record on transcript
Advising and Registration for winter quarter
Last day to submit an S/U petition or withdraw with a “W”
Thanksgiving recess
Final examinations
Fall quarter ends
Grades due at the Office of Admissions & Records

CHRISTMAS RECESS 2008-2009
Total days: 23
Christmas holiday
New Year’s holiday

See course schedule.
April 15 & up to first day of class
June 16
Variable by session—Ask Office of Admissions & Records for details
Variable by session
Variable by session
July 4
August 4 – September 5
August 28
September 1
May 27-September 26
See Learning Support & Testing Center for schedule
July 9-10, 16-17, 23-24, 30-31
August 6-7, 13-14, 20-21, 27-28
September 8-9, 15-16*
* Only for students living out of the country & those living 50 or more hours away
See Center for Student Academic Success for schedule
August 11, September 11
September 16-19
September 19-20
September 22-December 11
September 22
September 26
September 30
October 3
November 17-January 9, 2009
November 21
December 8-11
December 11
December 16 (2:00 p.m.)
**Winter Quarter 2009**

*Total days: 52*

- Instruction & Registration late fee begins
- Last day to enter a course, change audit to credit, or credit to audit
- Last day to withdraw with no record on transcript
- Martin Luther King, Jr. Day holiday
- President's Day holiday
- Advising and Registration for spring quarter for continuing and tran..
- Last day to submit an S/U petition or withdraw with a "W"
- Final examinations
- Winter quarter ends
- Grades due at the Office of Admissions & Records

**Spring Recess 2009**

*Total days: 10*

- New Student Orientation

**Spring Quarter 2009**

*Total days: 53*

- Instruction & Registration late fee begins
- Last day to enter a course, change audit to credit, or credit to audit
- Last day to withdraw with no record on transcript
- Registration for summer sessions
- Memorial Day holiday
- Advising and Registration for fall quarter
- Last day to submit an S/U petition or withdraw with a "W"
- Final examinations
- Spring quarter ends
- Grades due at the Office of Admissions & Records

**Events of Commencement 2009**

- Consecration
- Worship Service
- Educator Dedication
- Commencement Concert
- Conferring of Degrees

**Summer Session 2009**

*Beginning and ending dates vary.*

- Advising and registration for summer sessions
- Beginning of summer sessions
- Last day to enter a course, change audit to credit, or credit to audit
- Last day to withdraw with no record on transcript
- Last day to submit an S/U petition or withdraw with a "W"
- Independence Day holiday
- English Intensive
- Diploma Date
- Labor Day holiday

*See course schedule on Web.*

- Variable by session: Ask Office of Admissions & Records for details
- Variable by session

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Adventist Colleges Abroad

Adventist Colleges Abroad (ACA) is a consortium of Seventh-day Adventist colleges and universities in North America, which grew out of the Year-Abroad program begun by then La Sierra College in 1961. It provides qualified students opportunities for study overseas while completing the requirements of their major programs at their home colleges. The program allows students to immerse themselves in the culture and life of the host country and to become conversant in the language. In addition, students participate in on-site guided field trips of geographic, historic or economic significance. As a result of their experiences abroad, many students have been inspired to return to these countries in positions of service. This program is open to all students, regardless of their major.

Advising/Center for Student Academic Success

La Sierra University has a comprehensive student advisement and persistence program coordinated through the Center for Student Academic Success (C-SAS). The work of C-SAS begins with orientations throughout the summer for incoming first year students. Support for these students continues throughout the year with weekly advising and academic counseling, as well as supplemental instruction in specific content areas and in the development of study skills. C-SAS coordinates faculty advising for currently enrolled sophomore, juniors, and seniors and is the door by which transfer students successfully transition to the university through careful advising and orientation. For all students it oversees learning communities which meet in the residence halls and within various departments. C-SAS seeks to provide the highest quality academic support to enable students to reach their personal and professional goals.

American Experience and Language Program

The Intensive American Experience and Language Program offered from mid-June to mid-July enables the international student with limited English to work toward the proficiency level necessary to pursue regular university classes. The program, as well as the credit-bearing English as a Second Language courses, runs throughout the school year to prepare students for full university standing.

Archaeological Excavations

La Sierra University, in a consortium arrangement with other educational institutions, sponsors archaeological excavations in the Middle East. For many years it was associated with the project at Caesarea Maritima. Since 1993 it has also been a part of the Madaba Plains Project in Jordan. Participating students may earn either undergraduate or graduate credit for the course Fieldwork in Middle East Archaeology. Inquire at the Archaeological Museum for more information.

Disability Support Services

La Sierra University is committed to ensuring equal educational opportunities to students who have a documented disability and are entitled to reasonable accommodations in accordance with the American Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. The Director of the Office of Disability Services (ODS), located in Room 100 of the Learning Support & Testing Center (lower level of La Sierra Hall) is available to meet with students regarding documentation guidelines for qualifying disabling conditions. The director of the ODS evaluates the documentation, works with the student to determine appropriate accommodations, and then makes arrangements for those approved accommodations. The type of accommodations provided depends on the nature of the functional limitation that the student is presented with as a result of the disability and could include services such as extended time on tests, testing in a distraction-reduced environment, note takers, books on tape/CD, e-texts, assistive technology, etc. Students suspecting any kind of undiagnosed disability may contact the ODS to discuss their concerns, documentation guidelines, and referrals for testing and/or assessment. Procedures and policies may be found on the web at: www.lasierra.edu/ods.

Biology Field Studies

Summer field school During several weeks of the summer, the Biology Department annually conducts a field school of biology in various tropical settings, such as the Caribbean island of Roatan (Honduras) and islands near Malaysia. The courses offered for credit generally involve research and experience in biology and to become conversant in the language. In addition, students participate in on-site guided field trips of geographic, historic or economic significance. As a result of their experiences abroad, many students have been inspired to return to these countries in positions of service. This program is open to all students, regardless of their major.

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Summer field school During several weeks of the summer, the Biology Department annually conducts a field school of biology in various tropical settings, such as the Caribbean island of Roatan (Honduras) and islands near Malaysia. The courses offered for credit generally involve research and experience in tropical biology. For additional information contact the Biology Department office.

Marine biology at Rosario Beach One of the best places in the world to take biology courses is on an island in the Puget Sound of northwestern Washington. The Biology Department at La Sierra University is affiliated with a number of other colleges and universities in offering courses at the Walla Walla College Marine Station at Rosario Beach, Anacortes, Washington. The station is a well-equipped, modern biology facility that offers high-quality biology courses each summer in an inspiring setting.

In the eight-week session, typically held from mid-June to early August, one can take an entire year of General Biology, or two 5-unit upper division biology electives. The upper division courses available this year include: Human Anatomy, Molecular Biology Techniques, Ornithology, Marine Phycology, and Marine Invertebrates. The student must register on the La Sierra University campus before leaving for Washington and must apply to the Marine Station for acceptance. Brochures and application forms are available annually in the La Sierra Biology Department office.
The value of these biology courses is enriched by field trips to the Olympic or Cascade Mountains, or to locations in the Puget Sound, by study and meditation on the beach in front of the station, and by the lively volleyball games. An opportunity not to be missed! For more information, ask for a brochure at the Biology Department office, or call at (951) 785-2105.

**Brandstater Gallery**
The Brandstater Gallery is part of the University’s Visual Art Center constructed in 1984. It exists today due to a generous donation from the children of Roy and Frances Brandstater honoring the memory of their parents. The gallery provides the University family and community an opportunity to interact with art by contemporary artists, thus making an important contribution to the cultural life on campus and in western Riverside and San Bernardino counties.

In addition, the gallery hosts an outstanding chamber music series which regularly features professional musicians performing in this intimate setting. During the academic year, a full schedule of exhibitions and chamber music is available for the students and community. For further information contact the Gallery Director at (951) 785-2959.

**Community Service**
Local outreach La Sierra University offers students a variety of outreach programs through our Homebase Office. Students seeking the blessing of service can participate in community mission projects organized through our short-term mission office. In addition, our Service Learning Office offers service through our affiliation with numerous organizations serving the community. The considerable number of Seventh-day Adventist churches in the area enable students to gain experience serving large and small congregations.

**SIFE**
Students In Free Enterprise is an international organization started in 1975 by corporate America for the purpose of giving college and university students the best opportunity to make a difference and to develop leadership, teamwork, and communication skills through learning, practicing and teaching the principles of free enterprise. Currently, there are approximately 1,000 SIFE teams on college and university campuses across the United States and in about 20 other countries.

Organized in the fall of 1991, the La Sierra University SIFE team is sponsored by the School of Business. The team’s many educational and service projects have brought it much notoriety, including winning four consecutive national championships, and SIFE’s international championship in 2002.

**The La Sierra University SIFE team has three main objectives:**
- To educate the community about the free enterprise system.
- To provide practical experience for its members in business and free enterprise.
- To engage in social entrepreneurship by providing education and tools to the less fortunate to help them make the most of their opportunities.

Students who join the LSU SIFE team represent a diversity of academic and cultural backgrounds. The team invites students from all disciplines who are interested in developing their potential in leadership, entrepreneurship, and social responsibility to join the organization.

**Computer Facilities**
La Sierra University proudly boasts a comprehensive, state-of-the-art computing facility. Ambs Hall houses the general purpose Microcomputer Lab, Smart Computer Classrooms and major University servers. Ambs Hall is also the central control of the campus’s high speed, fiber-optic network infrastructure. From this building, a private wireless network is available to students, faculty, staff and friends. In addition to these main campus computer labs, various buildings have specialized computer labs available to faculty and students.

**They include:**
- School of Business
- Music
- Visual Arts
- Biology
- World Languages
- Physics
- Psychology

**Computer Laboratory**
The computer labs around campus provide the students and faculty with the available computer equipment to assist in their research, course work, and creation of electronic materials. The labs are equipped with either PCs or Macintoshes. In both cases, most of the latest software is installed.

**Software**
Software packages including general purpose word-processing, internet, spreadsheet, and desktop/graphic design are available at these computer labs. In some of the more specialized labs, software such as video editing, statistical software, language learning software, music composition software have been installed for the student’s use.

**University Servers**
The office of Information Technology (IT) operates a variety of servers, including Sun, Linux, Apple, and Microsoft servers. These machines service a host of application systems and are used by the following departments of the university:
- Accounting & HR
- Student Information and Financial Systems
- Library
- Web Serving Functions
- Multi-Media Services
- Cafeteria System
- Keyless Entry and Surveillance Systems
- Fund Raising Systems
- Course Management Systems
- Environmental Monitoring Systems
- Copy and Print Functions
- Dorm Management Systems
- Telephone Management Systems
- E-mail functions
- Academic Advising functions
- Research databases
- Etc.

**Fiber-Optic and Wireless Network**
The University uses a high-speed fiber-optic backbone to connect all computers on campus to the main servers and Internet. A private, campus-wide wireless network is also available. Students, faculty, staff and friends may obtain high-speed, wireless access in virtually every part of the campus.
Residence Hall Network
Students residing in any residence hall on campus have access to the campus wide network from their rooms. One Ethernet network connection is provided per person and allows a personal computer to attach to the university network.

Academic Technology Services
The Academic Technology Services (ATS), under the IT department, manages the public computer labs, the smart computer classrooms, classroom multi-media technology and other multi-media services or equipment. Video and audio-visual equipment is available to classrooms. While most of the classrooms on campus are installed with multi-media projection equipment, ATS also provides mobile equipment and service to areas that do not have multi-media access.

For further information on the computing facilities and services, contact the director of Computer Information Services, (951) 785-2900 or visit the IT web page at www.lasierra.edu/IT.

Counseling and career planning
The Counseling Center, located in La Sierra Hall 115, provides students with both personal and career counseling. Personal counseling addresses a wide range of student concerns, including personal and relationship issues, premarital counseling, and stress and anxiety management. In addition, workshops and groups are available to address specific student needs. Career counseling includes career and personality testing, career library resources, computer-based information and decision making programs. All services are free and strictly confidential. Career counseling, guidance in decision-making for undeclared majors, and interest and vocational assessment are available through the University’s Counseling Center. For more information, call (951) 785-2011.

Additional career and placement services
Additional career and placement services are offered by the Office of Career Services, located in the Administration Building 206. Services are available to all La Sierra University students and alumni. Services include resume preparation, job postings, and maintenance of placement files for graduates. Career-related workshops are held each year on job search procedures, networking, resume writing, and interviewing techniques. The Career Services website (www.lasierra.edu/slife/careers) offers students the convenience of 24 hour service. The office also co-sponsors an annual college career fair and coordinates on campus interviews with representatives from various organizations. Contact (951) 785-2237

Hancock Center for Youth and Family Ministry
The School of Religion faculty has long been recognized as a leading resource of skills and materials for helping young people develop in their personal relationship to Jesus Christ. This resource now exists as the John Hancock Center for Youth and Family Ministry. Named after an outstanding Seventh-day Adventist leader in the spiritual nurture of young people, the center provides help and information to youth and family workers throughout North America and increasingly to others abroad. Major activities include the annual John Hancock Lectureship, and the annual Youth Ministry Symposium, featuring presentations by leading Christians who work with young people. Other services to Adventist and other Christian pastors and teachers include research (such as ValueGenesis), workshops, and educational programs. For further information please contact the assistant director or executive director, Hancock Center, (951) 785-2091 or fax (951) 785-2199. The Center can be reached via e-mail at hcyfm@lasierra.edu or on the Internet at www.hancockcenter.org or www.hancockcenterstore.com.

Student Missions
Short-term Mission Projects:
In addition to an organizational structure change, Spiritual Life has a newly introduced program into the Missions department designed to encourage students and faculty alike, to participate in a life of servitude. Short-term mission projects (comprised of 1-4 week projects) are being planned for each quarter and are offered to students as a service choice during every break. Trips range in price from $500 - $3000, although we are currently trying to establish funds based on donations and sponsorships to defray the cost for each student. The goal of the Short-term Missions division of Spiritual Life is to provide enough short-term mission opportunities for each and every student to experience the life changing effects of service at least once before transitioning from La Sierra.

Over the past 3 years our short-term opportunities have included: 5 trips to the Gulf States offering support for those affected by hurricane Katrina, 4 trips to Mexico building homes for families in need, a trip to Puerto Rico to help restore a local school, a trip to Kenya to help build a church for the Masai people, and a trip to Tanzania where students worked in a local clinic helping AIDS children and mothers. Overall, we have sent over 100 students to 12 locations effecting thousands of individuals throughout our world. It is our hope that after students encounter La Sierra University, they not only find a deeper understanding of what it means to be human, but also realize what it means to be an active Christian within a greater global community.

Long Term Missions
The La Sierra University Long-Term Missions Program, a part of the Office of Spiritual Life, aims to offer our students and community members at large a unique opportunity to worship, witness and work in a venue that will change their lives forever. Primarily based in the international arena, individuals who choose to spend a year away from the campus are involved in volunteer activities that run the gauntlet ranging from teaching at multi-grade classrooms in the Micronesian islands, acting as dean to academy students in Europe, working at medical clinics in Africa or serving as English Language tutors in Korea, amongst others.

The majority of students wanting to volunteer their time and talent consult with the Missions Office which aids and screens the prospective missionary with call placement, travel arrangements, academic deferments, fundraising, and overall preparedness in regards to their mental, physical and spiritual health.

Missions also offers students the ability to travel for a shorter period of time during the summer and individual quarters as well. Summer trips have included teaching summer school abroad, working at orphanages and evangelistic trips, to name a few. Organizations that we have worked with to offer these trips to our students have been the Adventist Volunteer Services with the General Conference, Share Him Evangelism and the Quiet Hour as well as other independent ministries. Missions continues to work with these organization, and others, to ensure that we are able to help our students answer the call to serve.

For more information on how you can become involved in world Missions check out our website at www.lasierra.edu/missions
by email at missions@lasierra.edu or by phone at the Office of Spiritual Life (951) 785-2090!

**University Honors Program**
The University Honors Program serves undergraduates of outstanding intellectual and creative ability in all schools of the university. It is a learning community centered around a program of general studies and culminating in an original scholarship project.

Students who satisfactorily complete the University Honors Program of general studies, and the honors scholarship project, and have a cumulative GPA of 3.50 will have the designation “University Honors” added to their diplomas. For more information, see “University Honors” in the Undergraduate Programs section.

**International Student Services**
Located in the Office of Student Life, the Office of International Student Services provides all La Sierra University international students with information and assistance in such areas as student visas, health insurance, airport transportation, employment authorization, and orientation. Contact (951) 785-2100 for more information.

**Learning Support and Testing Center**
The centrally-located Learning Support and Testing Center offers students a quiet study atmosphere as well as a variety of resources to enhance academic progress. Services include small-group study rooms, group tutoring in many basic subject areas, computer tutorials, speed reading software programs, video and text review of major professional tests, study skills assistance, and advocacy for specific learning disabilities. All undergraduate and graduate testing are centralized here. For more information about the services call (951) 785-2453.

**Library Purpose**
The Library enhances the quality of the academic experience available at La Sierra University by supporting the teaching, learning, and research activities of the faculty and students. To accomplish this purpose the Library has developed and maintains collections of books, journals, audiovisual and archival materials, and provides a wide range of information services that supplement the teaching and research activities carried on in the University.

**Library collections**
Book collections number about 214,000 volumes. These are supplemented with more than 39,000 bound journal volumes representing nearly 1,000 currently received journal titles. However, the strength of the current journal collection is in the access to about 23,000 periodical titles and an additional 32,000 books available full-text in electronic format. Extensive audiovisual collections including microfilms, microfiche, micro cards, compact discs and videotapes augment the print and electronic resources of the Library. The holdings of this audiovisual collection total about 385,000 items.

**Library Special Collections**
Special collections in the Library’s Heritage Room and Ellen G. White Study Center support the curriculum with materials on the history of Adventism and the religious roots of the University. Another strength of this collection is its educational materials that cover the origin and development of the Seventh-day Adventist education system. The William M. Landeen Collection on the History of Christianity contains English and foreign language materials related to the Protestant Reformation.

**Curriculum Resource Center**
The Curriculum Resource Center supports the teacher education programs of the University with collections and materials that include textbook sets, curriculum guides, models and other teaching materials.

**Library Services**
The Library’s professional staff are able to assist faculty and students in locating needed information for study or research purposes. The Library has an integrated library system with on-line public access catalog, circulation, reserve, serials control and acquisition systems. On-line computer and Internet linked databases are available to students on and off campus. Subscriptions to more than 100 electronic databases as well as to other information resources are available through the Internet. With these, information sources in collections owned by the Library and at other locations may rapidly be located.

**Networking and Consortia**
Computer networks link the Library to area and distant libraries. When resources outside the Library are needed, staff are able to secure materials through interlibrary loan and other means. Participation in several local, regional, and national information networks gives students and faculty access to the collections beyond the campus. On-demand delivery of library materials from more than 40 public and academic libraries in California and Nevada is possible through the LINK+ service. Interlibrary loans may be expedited with several thousand libraries throughout North America via the OCLC Interlibrary Loan network.

**Library Media Services**
Library Media Services provides a circulating collection of audio, video, and multi-media instructional materials. Faculty may place items on reserve for student listening and viewing. Equipment is provided for on-site use of the collections, and a classroom is available for group instruction. Studio services are also provided by the Media staff.

**Observatory**
The observatory, which was built by former faculty and students, provides the University and the community with the opportunity to view the heavens with a large telescope. One goal for this facility is that it may support one of the aims of the University by directing the minds of the users to the Creator of the heavens by providing services for astronomy classes, interested University and community members, and interested community organizations. The facility is located high on a hill overlooking the campus and the eastern horizon and includes a 16-inch Cassegrain reflecting telescope and several smaller telescopes. Open houses are staffed by University and guest astronomers and are held on a monthly basis, and by special request at other times. The observatory is operated by the Physics Department with the assistance of University faculty and staff from a variety of areas.

**Research Opportunities**
Students at La Sierra University have many opportunities to participate in the research experience since student research is an integral part of the University’s prestigious Honors Program as well as an important part of the educational mission of most programs on campus. Because many of the faculty at La Sierra University are committed to involving undergraduate students...
in their research and scholarly activities at a variety of levels from introductory to cutting edge, some students become full, active participants in a faculty research program. Other students embark on investigations of their own design under the careful supervision of a faculty mentor.

On campus, students are encouraged to present the results of their research in a variety of forums, including departmental seminars and research conferences as well as the annual Research Recognition Day and Senior Honors Presentations each spring. Our students also make presentations at undergraduate research conferences, and at regional and national professional conferences, and author or co-author papers in refereed professional journals.

**Stahl Center for World Service**
The Fernando and Ana Stahl Center for World Service is committed to the mission of “passing a vision of world service to a new generation of students.” Based in the School of Religion and also drawing upon other campus entities, the center mounts world service tours; promotes student world service; sponsors world service research; inaugurates world service lectureships; and acquires world service collections for the Stahl Center Museum.

The center serves the world church and the wider academic community by sponsoring lectureships, archives, and displays at La Sierra University and in other settings. For further information contact the center director at (951) 785-2999; fax (951) 785-2199; e-mail cmteel@aol.com.

**Museum**
The as-yet-unnamed world museum of culture is a locus for such Stahl Center activities as seminars, lectures, and classes on world mission and comparative religions. The Museum one hundred family collections include the Senseman collection from East Africa, the Elick collection from the Amazon, the Barnard collection from New Guinea, the Zeismer collection from West Africa, the Murray and Smith collections from the Andes, the Dybdahl collection from the Philippines, the Ritchie Collection from Mexico, the Stahl collection from Peru, and the Christianson collection from diverse locales. In addition to campus visitors, Church, school, and community groups regularly view the museum’s displays, bringing over one thousand guests to the campus each year.

**Global Piecemaking**
This project is an extension of the ecumenical and international drive by La Sierra University’s Stahl Center to create thousands of infant quilts for AIDS babies and other displaced children worldwide. Following upon the heels of Global Village ’92, an international development education project cosponsored with ADRA International, this project invites civic groups, Community Services Federations, Pathfinder Clubs, churches, and schools to respond to the global AIDS epidemic in a most personal and practical manner. La Sierra University students—among others—continue to deliver quilts to such varied settings as U.S. pediatric wards, African village huts, South American AIDS hospices, and Asian temples.

**Path of the Just**
Working in concert with the La Sierra University Administration, the Stahl Center initiated the idea of honoring individuals whose twentieth-century lives of altruistic service bore a distinct witness in facilitating human rights, individual empowerment, or religious toleration. Initial honorees included: Ana and Fernando Stahl, Mother Teresa, John Weidner, Linda and Millard Fuller, Harry Miller, Desmond Tutu, and Pearl S. Buck.

**Student Teacher Services**
A curriculum resource center and media services center, a music education laboratory, a reading laboratory, a psychometry laboratory, and an administration and leadership center provide practicums and services to students of the School of Education, to other schools of the University, and to the professional community.

**La Sierra Academy and Elementary School**
La Sierra Academy and Elementary School provides laboratory and demonstration opportunities. Additional fieldwork facilities are provided in the Alvord, and Corona-Norco Unified School Districts, various other public school districts, and in numerous academies and elementary schools in the Southern and Southeastern California Conferences of Seventh-day Adventists K-12 school system. Early Childhood Education laboratories are available in local private schools.

**Study Tours**
Study tours are available each year, sponsored by various departments (usually of the College of Arts and Sciences and the School of Religion). Academic credit is available, and/or personal enrichment may be sought. Exciting destinations include Celtic Britain (English Department), Costa Rica, Honduras, and Paris (inquire at the Department of World Languages). Inquire at the School of Religion office, (951) 785-2041 regarding tours to Peruvian highlands, Israel, Jordan, Egypt, Greece, and Asia.

**Teaching Credentials**
A credential office is maintained in the School of Education where questions may be answered and where students may apply for California state and Seventh-day Adventist teaching and service credentials.

**Graduate testing**
Graduate testing is located in the Learning Support and Testing Center at La Sierra Hall, Suite 100. The subject area tests of the Graduate Record Examination (GRE),Law School Admission Test (LSAT), Miller Analogies Test (MAT) and the Professional Assessments for Beginning Teachers (PRAXIS series), which includes the Multiple Subject Assessment Test (MSAT), the Preprofessional Skills Test (PPST), and the Specialty Area/Subject Examinations are administered here. Contact the Learning Support and Testing Center for the dates and the administration fee applicable to each test. (951) 785-2453. Each test also has a web site, which can be found via the link on our site www.lasierra.edu/centers/lstc.

We also supply bulletins for other tests not given in our testing center.

**Women’s Resource Center**
The Women’s Resource Center serves students and faculty by providing information, resources and support with regard to gender issues. In addition, the Women’s Resource Center is focusing on leadership development of women with projects geared for female students as well as women already in the workplace. The Women’s Resource Center also offers opportunities to celebrate the accomplishments and contributions of Seventh-day Adventist women to their world and church. To
this effect, the center gathers archival material concerning the experiences, services and contributions of women; it sponsors lectures and events, and supports gender equality within the Adventist Church. For more information contact the director at (951) 785-2470. www.adventistwomenscenter.org

**World Museum of Natural History**
The World Museum of Natural History, which is located in Cossentine Hall, was opened to the public in Palmer Hall in 1981 and in 1989 reopened in Cossentine Hall. The museum preparation building houses one of the finest museum freeze-dry facilities in the world.

Today the museum’s collections include:
1. Displays unequaled in the United States of crocodilians, turtles, tortoises, lizards and snakes.
2. The largest display of Southeast Asian birds in the Western United States.
3. Outstanding displays of primates, mammals and carnivores.
4. One of the world’s largest and finest collections of mineral spheres.
5. Magnificent petrified woods from the Western United States.
6. Mineral specimens from around the world, including fluorescent minerals, meteorites and tektites.
7. Ethnic cultural art including a Sujekki (Japanese style contemplative stone).
8. American Indian artifacts.

The museum cooperates with museums and zoos around the world and receives outstanding zoo mortalities. A formal relationship exists with the Gladys Porter Zoo in Brownsville, Texas, where the museum maintains a freezer. A permanent display featuring a lowland gorilla and an orangutan is located at the Los Angeles County Zoo.

The museum is open to the public Saturday afternoons from 2 to 5 p.m. Museum tours are available to groups by appointment. The Museum attracts 10,000 visitors annually. For further information about the museum, contact the director at (951) 785-2209.

**Additional Campus Resources**

**Alumni Association**
The Alumni Association welcomes all former students of La Sierra. There are no membership fees. Alumni have access to collections of yearbooks, student newspapers, alumni-authored books, and CDs by alumni artists. These are housed at the Alumni Center on Pierce Street. In addition, the Alumni Center is available for social occasions such as wedding receptions, graduation parties, and meetings of all kinds.

Alumni stay connected via the alumni web site and the alumni magazine La Sierra Today. Alumni are invited to off-campus gatherings hosted by university administrators and faculty as they travel to locations around the world.

The Alumni Association strives for a positive working relationship between alumni and the University. It facilitates opportunities for former students to support their alma mater through gifts of time, professional expertise, financial means, and their good word.

**Arboretum**
In 1979, the trees on campus were surveyed and classified. When the extent of the campus tree collection was determined, it was decided to catalogue the finest specimen of each species. This led to the preparation of a map showing the location of each tree, and name tags were put on the trees listing both the popular and scientific names.

With more than 100 different species on campus, a proclamation was issued in February, 1980, officially naming the campus an arboretum. Since that time thousands of visitors have come to the campus to study and enjoy the beauty of the tree collection. The University is frequently the site of visits by botany classes from schools throughout the area. For further information regarding the Arboretum, contact the director at (951) 785-2209.

**Campus Pastor**
The campus pastor ministers to students’ needs by providing spiritual direction and nurture, opportunities for outreach in the community, pastoral counseling, Engaged Couples’ Seminars, worship services and Bible study groups.

**Common Ground**
The Common Ground park was established as a memorial to the son of a faculty member, and won a 1993 First Place Beautification Award from the Greater Riverside Chambers of Commerce. The park was built with funds contributed jointly by students, alumni, faculty and staff, and the University, and serves as a peaceful place for visitors, students, or others to talk or meditate.

**Eagle’s Nest**
The Eagle’s Nest is an “oasis” in the center of campus with a Christian coffee house atmosphere. It sells hot and cold beverages along with cakes, muffins, as well as sandwiches, pizzas, and soups. Each quarter, student art is displayed. Tuesday Tunes is a bi-weekly music event which may feature Christian folk, gospel, jazz, reggae, or brass, by artists from the campus or visiting musicians from the community.

**Employment**
The Human Resources Department (HRD), in collaboration with the Payroll Department, directs the employment and payroll function for all La Sierra University (LSU) graduate and undergraduate students. The HRD is dedicated to bringing the best service possible to the Student Employment Program by offering the students the opportunity of gaining work experience. The student employment program helps carry out the daily operations of the institution, while ensuring compliance with federal, state, and university regulations and policies. Located in the Administration Building, Room 220, phone (951) 785-2088, or the Jobline (951) 785-2147.

**Fitness Center**
The Fitness Center is located in the Alumni Pavilion. Membership is open to students, faculty and staff. The 4,500 sq. ft. room contains treadmills, ellipticals, bicycles and steppers; 19 individualized weight stations; and a complete free weight area including six Olympic benches, dumbbell benches, dumbbells and other stations. During the school year the Fitness Center is open Monday–Thursday, 6 a.m. – 10 p.m.; Friday, 6 a.m. to one hour before sunset; Sunday, 5–10 p.m.
Recreation
On campus At La Sierra University physical fitness is promoted by various recreational activities, such as intramural and varsity sports. The location of La Sierra University is a real advantage to physical education classes, too, which have not only campus activity areas such as lighted tennis courts, a track and fields, three pools and other facilities which can be used almost every day of the year, but nearby are mountains (with hiking/camping/winter skiing), deserts (rock climbing/wilderness survival), and beaches and lakes (scuba/sailing/etc.).

Off campus
A partial list of frequent off-campus group activities of La Sierra University students from year to year include: a whale watching cruise off the coast at Newport Beach and the Christmas-lighted “Boat Parade” in the coastal estuaries of Newport Beach; games at the home stadiums and arenas of the Dodgers, Angels, Lakers, Clippers, Galaxy, Mighty Ducks and Kings; concerts at the Hollywood Bowl and the Los Angeles Music Center; hiking and biking in mountains, deserts and on the beaches; sunset vespers at the beach; visits to the San Diego Zoo and the Wild Animal Park, Sea World, Griffith Park Observatory, Disneyland, and Knott’s Berry Farm; and trips to some of the finest museums in the world—J. Paul Getty, the Los Angeles County Museum of Art, the Museum of Tolerance and the Huntington Library.

Student Association of La Sierra University (SALSU)
The Student Association of La Sierra University (SALSU) attempts to involve students in all areas of campus life. Among these are the promotion of spiritual activities, participation in social events, and the production of the student newspaper, the Criterion, and the student directory, Perspectives. A list of other campus organizations, through which the student may gain extracurricular experience, is printed in the Student Life section of this BULLETIN, in Student Handbook, and online at www.lasierra.edu/slife.

Well @ LSU (Wellness Program)
The University provides a wellness program for faculty, staff, and students which includes free blood work, fitness evaluation, and low cost wellness classes and other wellness events and instruction.
ADMISSION INFORMATION

La Sierra University examines evidence of scholastic competence, moral and ethical standards, and significant qualities of character and personality of each graduate applicant.

The University reserves the right to refuse admission to any applicant on the basis of the foregoing considerations, or to any applicant who, on the application, deliberately omits pertinent information, and/or purposely supplies wrongful information. Such subterfuge, if discovered later, may cause a student to be subject to dismissal.

APPLICATION AND ACCEPTANCE

Where to write

Inquiries about admission and acceptance should be addressed to:
Office of Admissions and Records
La Sierra University
4500 Riverwalk Parkway
Riverside, California 92515-8247

Toll free number: (800) 874-5587
Telephone: (951) 785-2176
Fax: (951) 785-2477
E-mail: admissions@lasierra.edu
Website: www.lasierra.edu

Procedure

1. Submit the following:
APPLICATION. Submit a completed application form (either the paper or online version), personal statement/essay, and a $30 non-refundable application fee. (An applicant requesting any accommodation because of any physical or learning disability or handicap should so specify at the time of application so that the University may assist.)

RECOMMENDATIONS. Submit three recommendations from professional people (not related to you) who can evaluate you on a) character; b) academics; c) job performance. One recommendation per category. (Recommendations are not required for MBA applications.)

TRANSCRIPTS. Arrange for complete official and final transcripts of all academic records from colleges, universities, and professional or technical schools to be mailed directly from each school attended to the Office of Admissions and Records at La Sierra University. Transcripts that are not mailed directly from the issuing educational institution will be considered unofficial, even if the transcript is sent in a sealed envelope and/or faxed.

NOTE: Unofficial copies of transcripts can be used for the initial review and acceptance of an application file. The official copies should be received in the Office of Admissions and Records by the second week of the first quarter of attendance. Subsequent enrollment is contingent on the receipt of official transcripts before the second quarter of attendance. Official transcripts are needed in order to process requests for financial aid.

TEST RESULTS. Submit Graduate Examination (GRE) General scores for the following programs: M.A. in English, School Psychology Credentials, Ed.S. in Curriculum & Instruction, Ed.S. in Administration and Leadership, Ed.S. in Educational Psychology, Ed.S. in School Psychology, Ed.D. in Education, and M.A. in Religion. Submit Graduate Management Admission Test (GMAT) scores for M.B.A. program depending on grade point average. The GRE General may also be required depending on grade point average for M.A. applicants to the School of Education.

INTERVIEW. An interview is desirable (and required for some programs) and is arranged with the appropriate school dean or department chair.

2. The Office of Admissions and Records in consultation with the appropriate school or department evaluates the complete application file and makes a decision.

3. The application decision is communicated to the applicant by the Office of Admissions and Records. Accepted applications are provided with information on the registration process, including submission of additional forms such as Health Record Form, Residence Hall Form, etc.

4. Transcripts and all other application documents are retained permanently by the University for students who enroll. These documents may not be withdrawn and/or used by students. Records of applicants who do not enroll may be destroyed after one year.

Application Deadlines

Applications are considered on a rolling basis, however it is highly recommended that the following preferred deadlines be observed:

Fall Quarter
February 1 (New freshman applications)
Autumn
July 1 (All other applications)
Winter Quarter
November 15
Spring Quarter
March 1
(February 15 for international applicants)
Summer Session
May 1
Applicants desiring financial aid for the Fall & Autumn quarter need to submit applications before March 2.

When admission is denied
Applicants who have been denied admission to the University may appeal the decision by writing a letter to the Office of Admissions and Records indicating reasons for the appeal, and/or including new or additional evidence for reconsideration. The appeal will be reconsidered by the appropriate school.

Admission Classifications

Regular
Regular status is given to a student who meets all admission requirements and is registered for a curriculum leading to a degree or credential.

Provisional
Reviewed on a quarter-by-quarter basis up to 3 quarters or 12 quarter units, Provisional status is given to a student whose grade point average does not reach the level for regular standing or whose file shows low or missing test scores, but who otherwise fully meets admission requirements. Progress is on a quarter by quarter basis up to three quarters or the completion of 12 quarter units. To change classification to regular standing, a student’s file must be completed and/or the required grade point average must be achieved and maintained.

English as a Second Language
A student who lacks documentation of required English competency is required to take the University’s English as a Second Language placement test. Based on the score, the student may be required to participate in the English as a Second Language program at the University.

Unspecified Nondegree
A student who enrolls in graduate courses for personal or professional purposes without application toward a degree or certificate. Evidence of having completed a baccalaureate degree must be provided. A student in this classification is not eligible to receive financial aid. No more than 12 units may be transferred to a degree or certificate program from a nondegree status. This status is not available to a student who has been denied admission. Refer to “Nondegree status” under “Academic Policies and Practices” in this Bulletin.

Admission Requirements

Academic Preparation
A baccalaureate degree (or its equivalent) from an accredited college or university is a prerequisite for admission to university postbaccalaureate programs. Transcripts of the applicant’s scholastic record should show appropriate preparation, in grades and content, for the curriculum chosen. Since there is some variation in the pattern of undergraduate courses prescribed by different programs, the applicant should note the specific requirements of the chosen program. In the unlikely event that an applicant with a degree from an unaccredited institution is seeking fifth-year or graduate admission, a limited policy which may apply in rare individual cases has been established.

Grade Point Average
Applicants to the Master of Arts program in English should present an undergraduate record with a cumulative grade point average of 3.00 or above. Applicants to the Master of Business Administration program should present an undergraduate record with a cumulative grade point average of 3.00 or above. Applicants to the School of Education programs should present an undergraduate record with a cumulative grade point average as follows: Teaching Credentials and Master of Arts in Teaching (M.A.T.) program 2.75 or above; Master of Arts programs 3.00 or above; Specialist in Education (Ed. S.) and Doctor of Education (Ed.D.) 3.30 or above. Applicants to the School of Religion programs should present an undergraduate record with a cumulative grade point average as follows: Master of Pastoral Studies (M.P.S.) 2.50; Master of Divinity (M.Div.) 2.50; Master of Arts (M.A.) in Religion 3.00.

Pre-admission Examination
Scores on the general test of the Graduate Record Examination (GRE) General are required for applicants to the following programs: M.A. in English, School Psychology Credentials; Ed.S. in Educational Psychology; Ed.S. in School Psychology; Ed.D. in Education; M.A. in Religion. The GRE General for M.A. applicants to the School of Education may also be required for those whose cumulative grade point average is below 3.00. For information on the GRE General, visit gre.org.

Scores on the Graduate Management Admission Test (GMAT) may be required for MBA applicants, depending on whose cumulative grade point average is below 3.00. For information on the GMAT, visit mba.com.

Applicants are required to take the GRE or GMAT prior to submitting application materials. However, when unavailability of test sites makes it impossible to secure the GRE or GMAT results, applicants seeking admission who have above-average achievement and who fully meet all other admission requirements except for the test score may be admitted provisionally, subject to review when the required test results are received. (See “Provisional” above.)

Second Master’s Degree
A student who wishes to pursue an additional master’s degree in an advanced program or a different discipline may apply.

Reentrance
A student who withdraws from studies at the University must meet the entrance requirements effective at the time of reentrance unless a leave of absence has been granted. A copy of any leave of absence must be sent to the Office of Admissions and Records at the time it is granted. A new application must be filed along with supporting documents as required at the time of re-entry to the University. A student who has been suspended from the University for reasons of improper professional or academic behavior is not allowed readmission until approved by the appropriate school. A student who has been discontinued permanently is not readmitted.

International Students

Additional Procedures
In addition to following the regular procedures for admission, applicants whose previous education has been completed in countries other than the United States are required to do the following:
1. Request official transcripts in the original language (together with official English translations if the original language is not English). Students submitting transcripts from institutions not known to the Office of Admissions and Records need to request an external evaluation of their records before admission is granted or before credits are transferred. The request may be made to World Education Services, Inc.
2. Submit scores for the Michigan Test of English Language Proficiency (MTELp) or IELTS or the Test of English as a Foreign Language (TOEFL) if they have not attended a school within an English speaking country.
3. Give evidence of ability to meet all financial obligations to the University during the proposed course of study by completing the financial guarantee form as provided by the Office of Admissions and Records.
4. Upon acceptance submit the required deposit of $1,100 before the issuance of the I-20 immigration form.

**Competence in English**

Applicants who have been accepted for admission but have not taken either the TOEFL or the MTELp tests before registration may take the MTELp as needed. The only institutional TOEFL recognized by La Sierra University is the one administered here on one of the specified test dates.

International graduate students who do not achieve a sufficient score on the TOEFL (550 or above) or the MTELp (90th percentile or above) are required to take classes in the American Experience and Language Program (AELP) or English as a Second Language (ESL). AELP and ESL courses are offered during the five weeks before the beginning of the autumn quarter and during regular terms. Further study of English may be required to assure progress toward the degree. The University reserves the right to re-test any students who experience academic difficulty related to language deficiency. If the scores indicate a need, such students will be placed in appropriate ESL courses.

**Student Visas**

In order to insure proper and timely delivery, the official documents necessary to obtain a student visa are sent by express mail after an applicant has been accepted, and assurance has been provided that funds are available to meet school expenses, and the deposit of $1,100 is paid. The University uses the most cost-effective express mail service, and the fees are charged to the student’s account. See the next section, “Financial Information,” of this Bulletin. A graduate student entering the United States on a student visa (F-1) must complete a full study load of at least 8 units for each quarter of attendance. On-campus employment, if work is available, is limited by regulations of the Immigration and Naturalization Service to no more than 20 hours per week when school is in session. Recommendation for practical training is not given during the first nine months of study. After this time, if student meets INS requirements, the student may apply to the INS through the Office of International Student Services.

**Exchange Visitors**

Through the U.S. Department of State, the University has a program for exchange visitors that may be advantageous for international students. Further information may be obtained from the Office of International Student Services.
Students should make financial plans and complete financial arrangements with the office of Student Financial Services before school begins.

Financial Clearance
All students are required to have an approved financial plan before enrolling for classes. Financial clearance is the official process by which a student’s financial plans are approved by the office of Student Financial Services. Students are urged to contact the office of Student Financial Services early to complete the clearance process. Because some funds are limited and are awarded on a first-come, first-served basis, early application is advised.

Business hours
8:30 a.m. - 4:30 p.m. Monday through Thursday
8:30 a.m. - 12 noon Friday

Offices are closed Thursday from 11 a.m. to 12 noon, and occasionally Tuesdays from 11 a.m. to 12 noon. To better serve parents, sponsors, and others who plan to travel a long distance to the campus for business purposes, appointments are recommended. All offices are closed on Saturdays, Sundays, legal holidays, the day after Thanksgiving, and the week between Christmas and New Year’s Day. See the on-line Academic Calendar for exact dates.

Toll-free number (800) 874-5587
Student Financial Services (951) 785-2175
Fax (951) 785-2942
E-mail sfs@lasierra.edu
Bursar (951) 785-2152
Accounts and Loans (951) 785-2238
Human Resources (951) 785-2088

Schedule of Charges for 2008-2009
(Subject to change by Trustee action.)
Charges per Quarter
$570 Per unit
$620 Per unit for MBA
$2,236 Per quarter 10 meals wk – Double Occupancy
$2,513 Per quarter 15 meals wk – Double Occupancy
$2,826 Per quarter 18 meals wk – Double Occupancy
$3,228 Per quarter 10 meals wk – Single Occupancy
$3,605 Per quarter 15 meals wk – Single Occupancy
$3,818 Per quarter 18 meals wk – Single Occupancy
$1,675 Per quarter 40 meals qtr – Double (Grad, Graduate, ESL)
$50 Business lab fee (for MBA students) ($150/year)
$258 Comprehensive Fee

NOTE: Because the Seventh-day Adventist (SDA) church provides subsidies to the University, students who are members of the church will receive an SDA scholarship per quarter as follows:
- 6 units and above – $410
- 4.5-5.5 units – $308
- 3-4 units – $205
Less than 3 units – none. SDA scholarships are not available during summer sessions or for reduced tuition programs, including ACCESS Program, English as a Second Language, and off-campus cohorts.

Audit Charge
50% Per unit cost (See “Audit Regulations” in this section of the BULLETIN.)

Other Rate Information
$195 Student tour tuition per unit
$490 Digital Learning per unit
(not included in flat rate)
$100 Digital Learning fee per class

Deposit Required
$100 Residence hall room damage and cleaning deposit; required of the students who live in a residence hall. Must be accompanied by a properly signed Residential License Agreement. Financial aid is not accepted in lieu of this deposit. $1,000-$5,000 International minimum guarantee deposit; required before issuance of I-20 form. This deposit is refundable only during the last quarter of attendance and will be applied toward any balance owed to the University upon the student’s leaving school.

Special Charges
$195 Applied music lesson charges for academic credit for 9 one-half hour lessons per quarter (payable in advance at the Bursar’s office)
$325 Applied music lesson charges for no academic credit for 9 one-half hour lessons per quarter (payable in advance at the Bursar’s office)
$1,020 Performer’s Certificate charges per quarter (not for academic credit). See “Department of Music” in this BULLETIN for information regarding this program.

$30 LSU Application fee (non-refundable)
$180 Evaluation of international transcripts
$50 Check returned for insufficient funds
$50 Waiver examination (for each numbered course)
$240 Equivalency examination (for each numbered course)
$10 Replacement of student identification card
$85 Graduation fee
$5 Standard transcript fee
$8 Rush transcript fee
**International Student Health Insurance**

La Sierra University requires all international students to carry health insurance while on a valid La Sierra I-20 or DS-2019 form. The Office of International Students Services (OISS) will register international students with a comprehensive insurance plan. This insurance plan will be purchased for the student at the time of initial registration and will be automatically renewed while the student is listed as SEVIS-Active with a La Sierra I-20 or DS-2019 form. This will include periods when the student is not enrolled for classes or is out of the country. J-1 visa holders are required to have medical insurance for themselves and their dependants in the United States at all times.

To help reduce the cost of the international insurance premium, international students will be required to seek medical attention first at Health Service for basic medical needs such as doctor visits, some medications, check-ups, and health information. For the current fee amount, contact the Office of International Students Services at (951) 785-2237. This non-refundable insurance fee will be charged to the international student’s tuition account, appear on the billing statement mailed to the student, and is payable immediately. For more information, please refer to the Student Handbook.

**International Students**

All international students (except Canadian citizens) are required to submit a processing fee of $100 to be used for postage and expenses relating to the acquisition of their I-20. Exact amounts used will be deducted from the $100 fee and the remaining balance will be credited to student’s account after receipt of the I-20. If more than $100 is spent, then the student’s international deposit will be debited. All international students are required to submit a financial plan to cover the expenses of their planned education before clearance can be given for the issuance of an I-20 form. Assistance with this plan is available from enrollment counselors. An international applicant (other than a Canadian citizen) on a student visa is required to make an advance deposit of between $1,000 to $5,000, depending on their country of origin. The deposit will remain on account until the student terminates academic work at La Sierra University. The deposit can be used as partial payment for the student’s last academic term of attendance. Because international students do not qualify for loans and grants listed under Financial Aid, parents or sponsors are responsible for making payment arrangements each quarter at registration. Students cannot carry over a balance from one quarter to the next. Financial Guarantee Forms are available from the Admissions office. The student must obtain the proper signatures on the form and file it with the Admissions office before clearance can be given for the issuance of an I-20 form. Veterans A student who has been accepted and is eligible to receive veteran’s benefits under the 1966 enactment should contact the Registrar’s office for information regarding these benefits. Residence Hall Study Load Any student living in University residence halls is to be officially registered for an academic load of at least 4 units per quarter.

**Audit Regulations**

A student may audit a lecture course only. Courses requiring special instruction or laboratory sessions cannot be taken on an audit basis. Audited classes do not qualify for the SDA scholarships or for federal financial aid.

**Confirmation of Registration**

Every student is required to complete Confirmation of Registration for each term that the student registers. By completing this process, the student confirms his/her intent to attend classes for that term and accepts full responsibility for all charges associated with his/her attendance. Failure to immediately confirm, even a partial registration, will result in the student’s
Appropriate charges for these services, including court costs, if attorney, and may be reported to commercial credit agencies. Past due accounts may be assigned to a collection agency or Debt Collection has not adhered to payment plan arrangements. Each quarter a $100 late payment fee will be assessed to accounts in which the student has not paid for the quarter in advance, or in which the student fails to pay scheduled charges or to make proper financial arrangements with the office of Student Financial Services will cause the account to be considered past due. Past due accounts are subject to late fees and debt collection processes. Students with past due accounts may not be allowed to register for future terms. Students whose past due accounts have been forwarded to LSU collectors must pay for future terms in advance of registering for classes.

Finance Charge
An annual finance charge of 10 percent, compounded quarterly on the unpaid balance is applied at the end of December, March, June, and September.

Late Payment Fee
Each quarter a $100 late payment fee will be assessed to accounts in which the student has not paid for the quarter in advance, or has not adhered to payment plan arrangements.

Debt Collection
Past due accounts may be assigned to a collection agency or attorney, and may be reported to commercial credit agencies. Appropriate charges for these services, including court costs, if incurred, will be added to the student’s account balance.

Transcripts/Diploma
The University will withhold the release of official transcripts and diplomas for a student who has an unpaid account, or who has failed to complete a federally mandated loan exit interview. No official transcripts are issued until the student’s financial obligations to the University have been met as set forth in this BULLETIN. This includes being current in repayment of any Perkins, LSU, or Commitment to Excellence Loan. A student who wishes immediate release of a transcript must clear outstanding financial obligations (including all installment payments of the current quarter, even if they have not yet come due) by cash, money order, credit card, or cashier’s check before the transcript will be issued. Personal checks must clear before a transcript will be released.

Statements
Students are encouraged to view their account information at the University’s self-service website which can be accessed at www.laserra.edu/registrar. All current account activity is available at this site. A financial statement is mailed once each quarter to the current address provided by the student. The amount due, indicated on the statement, is payable upon receipt, except for students enrolled in the monthly payment plan. Monthly reminders are sent to students enrolled in a monthly payment plan. Under the Family Education Rights and Privacy Act (FERPA) of 1974, postsecondary students have full rights of privacy with regard to their accounts. Financial statements may be sent to persons other than the student (parents/sponsors) only after receipt of a request signed by the student.

Past Due Accounts
Failure to pay scheduled charges or to make proper financial arrangements with the office of Student Financial Services will cause the account to be considered past due. Past due accounts are subject to late fees and debt collection processes. Students with past due accounts may not be allowed to register for future terms. Students whose past due accounts have been forwarded to LSU collectors must pay for future terms in advance of registering for classes.

Refunds
Students may request a refund of their credit balance by submitting a signed request form to the office of Student Financial Services. Processing time of the request varies from five to ten business days to allow time for all records such as cashier receipts and registration records to clear through the normal accounting procedures. Students receiving excess Title IV (federal) aid, and who have not signed an authorization to retain these excess funds to pay for future charges will be issued a refund check within 14 days of the date of the credit appearing on the account. These checks will be mailed to the same address to which the student statement is mailed, unless the student authorizes the funds to be deposited directly in the student’s bank account.

Total Withdrawal
Total withdrawals may be initiated at the office of the Registrar, or may be completed online.

1. The student may either request a Total Withdrawal form, which is date-stamped by the Registrar’s office, or may go online to withdraw. The date on the Total Withdrawal form, or the date the student withdraws online, is used to determine the percentage of financial aid earned and the amount (if any) of tuition refund. If the student leaves without notifying the University, then the last recorded date of educational activity by the student, as documented by the institution, will be used to determine the date of withdrawal. The refund will be calculated based on this date. If there is no record of attendance, the refund will be calculated at 50 percent in accordance with federal regulations. If a student receives all “Fs” for a term, it is assumed that the student completely withdrew (unofficial withdrawal), unless the student can provide appropriate evidence of completing any of the classes attended.

2. Tuition: There is a minimum charge of 5 percent of the billed tuition for withdrawal during the first week of school regardless of whether or not a student attended classes. Thereafter, an additional 15 percent of the billed tuition is charged per week, up through the 7th week of the term. After the 7th week the student is charged 100% of tuition costs.

3. Fees: Student Association, Health Service Access, Recreation, and Technology fees are prorated on the same schedule as tuition. Course material and lab fees are only refunded if the office of Student Financial Services receives written authorization from the academic department.

4. Board: The charge for meals will be prorated on a daily basis, calculated on the daily minimum to date or actual use, whichever is higher.

5. Room: The charge for room is governed by the Residential License Agreement, and is prorated on a daily basis. (See Section IV of the agreement).

6. Damage Deposit: Refund will be made to the student’s account when the residence hall dean returns the signed residence hall release to the Bursar’s office. The amount refunded will reflect any deductions made for damages or cleaning.

7. Illness: Special consideration will be given for tuition refunds in the case of accident or prolonged illness, if certified by an appropriate health professional. All requests should be submitted to the Student Financial Services Exceptions Committee.
8. Financial Aid: When a student totally withdraws from the institution, his/her institutional (LSU) financial aid is prorated in the same manner as tuition, as stated under item 2 above. Federal financial aid is prorated based on a calculation prescribed in federal regulation which is slightly different from that used for institutional aid. The calculation determines the amount of federal aid the student earned while enrolled. The amount earned is calculated by multiplying the total federal financial aid for the term by the percentage of the term completed. The unearned federal aid (total financial aid less earned financial aid) must be returned to the student financial aid programs in the following order prescribed by federal regulation:
1. Unsubsidized FFEL/Direct Stafford Loan
2. Subsidized FFEL/Direct Stafford Loan
3. Perkins Loan
4. FFEL/Direct PLUS Loan
5. Other Title IV Programs

If any portion of the unearned financial aid was paid directly to the student (rather than applied to institutional charges), the student is responsible for returning these funds in the order listed above. The student (or parent, in the case of a Federal PLUS Loan) must return the unearned funds for which he/she is responsible, to loan programs in accordance with the terms of the loan, and to grant programs as an overpayment, as per federal regulations.

The University does billing and collection of repayments, but a student who fails to repay will be referred to the U.S. Department of Education for collection (unless overpayment is a result of school error) and will no longer be eligible for further federal financial aid funds.

Study Load Change
A student who adds or drops a course during the first week of classes of the quarter will be charged tuition for the added or dropped course as of the first day of the quarter. No financial adjustment is made for the student who adds and drops the same number of units on or before the last day to drop. A student who drops a class during the first 60% of the quarter may be eligible for a partial refund (see “Total withdrawal,” this section). No refund of charges will be processed until either a drop form is turned in and accepted by the Registrar’s office, or the student completes the drop online. Financial aid may be modified when a student changes study load by adding or dropping classes.

Residence Change
As stated in the Residential License Agreement, students who move out of the Residence Hall during the term will be charged for the entire term. Students who move out due to extenuating circumstances may petition to receive a partial refund. Students who totally withdraw from the University during the term will have their room charges prorated as stated in the Total Withdrawal section of this Bulletin.

Married (Family) Student Housing
Married student housing is available on a limited basis. Rates vary from those of the residence halls. For information on rates and availability, contact the office of Business Development and Property Management at (951) 785-2511. Because of high demand, students are encouraged to apply early.

Room and Board
La Sierra combines all housing and meal charges into a single Room and Board charge. The standard cost for room and board is a double occupancy room with 110 meals per quarter. If you wish to purchase additional meals per quarter please refer to Meal Plan increase. Students who withdraw from LSU will have their room and board charge pro-rated according to the number of days in residence.

Meal Plan Increase
Residence hall students may request an increase to the standard meal plan option by checking the appropriate box on the Residence Hall Housing Agreement Meal Plan contract. Changes can only be requested during the first two weeks of the term.

Meal Plan Reduction
For consideration of a reduction in meal plan fees because of special circumstances, a student must submit the Meal Plan Variance form to Financial Administration during the first week of the quarter. Meal Plan Variance forms are available at the Financial Administration office.

Campus Employment
Campus employment opportunities are available. Students wishing employment may apply at the Human Resources office.

Campus Payroll
Student payroll checks are issued every other Friday. A schedule may be obtained from the Payroll office.
Payroll Deduction
Payroll deductions are available to facilitate payment of student accounts. The office of Student Financial Services makes arrangements for payroll deductions at the student’s request.

FINANCIAL INFORMATION
How to Apply
Financial assistance for educational costs at La Sierra University is available from federal, state, University, and private sources. Most financial aid is awarded based on financial need as determined by the Free Application for Federal Student Aid (FAFSA), although some scholarships and unsubsidized loans are non-need based. All applicants must file the FAFSA by mail or Internet (recommended – http://www.fafsa.ed.gov). Copies of the FAFSA are available at the office of Student Financial Services. Students are encouraged to file early to receive maximum financial aid. The earliest date to file is January 1 for the following school year. The FAFSA may be completed prior to acceptance to the University but the student must be officially accepted through the LSU Admissions office before receiving an official financial aid award. Financial aid awards are calculated on the basis of full-time enrollment. Financial aid is normally credited to the student’s account in equal amounts over the terms in which the student is enrolled. Awards are made without regard to sex, race, religion, nationality, or ethnic origin, age, or physical disability.

Awarding Process
The financial aid awarding process requires the coordination of federal, state, and University aid programs. Therefore, it is imperative that students read and respond to all correspondence from the office of Student Financial Services. Otherwise, the student’s financial aid may be delayed, decreased or forfeited.
Award Notification
After students are accepted they will be notified of their eligibility for aid. The University requires that the student accept the financial aid award for the upcoming school year. Prompt response will allow the University to reserve financial aid funds for the student. If changes are made to a student’s award a revised award notification will be sent to the student. Students are not required to respond to subsequent award notifications.

Document Request
Some financial aid programs require students and/or their parents to provide additional documentation to establish eligibility. The University will notify students if supporting information/documentation is required. If requested information is not provided by specified deadlines the award may be forfeited. No documents are accepted beyond the end of the aid year.

Loan Process
The University will notify student, parent, or sponsor borrowers when they need to complete paperwork or take some action in the loan process. Failure to respond promptly may jeopardize the student’s eligibility for the loan funds.

Budgeting for Financial Aid
A student’s “cost of attendance” is the total amount it will cost the student to attend LSU during a specific period of enrollment, usually the academic year. Tuition and fees as determined by Financial Administration and estimates costs as determined by the California Student Aid Commission and Student Financial Services determine allowable budget amounts. The “cost of attendance” budget items include tuition and fees, books and supplies, room and board, personal costs, transportation, and student loan fees, if applicable. The student’s financial need is the cost of attendance, minus the students expected family contribution (EFC), as determined by the FAFSA. The total aid a student receives from all sources cannot exceed the student’s cost of attendance.

La Sierra University’s financial aid annual budgets for the 2006-2007 year (9 month) for full-time students are:

- Graduate $29,460
- MBA $30,690
- Loan fees may be added to these figures

Types of Financial Aid
- Grants-aid that does not have to be repaid unless the student does not complete the term
- Loans-borrowed funds that usually must be repaid with interest.
- Federal Work Study—(see below)

Federal Programs
Students receiving federal financial aid are packaged according to federal Title IV guidelines. For more information please contact the office of Student Financial Services. The following U.S. Department of Education Student Financial Assistance programs are available at La Sierra University:

Federal Work-Study
This program funds part-time jobs for students with financial need, allowing them to earn money to help pay education expenses. Federal Work-Study (FWS) awards must be coordinated with other financial aid received. Payment is directly to the student. Students receiving FWS awards in the summer are required to use these funds for Summer or Fall charges only. No FWS funds may be used to pay a balance from a previous aid year.

Federal Family Education Loans (Stafford Loans)
Stafford loans are either subsidized or unsubsidized. A subsidized loan is awarded on the basis of financial need. No interest accrues before repayment begins or during authorized periods of deferment. For information on deferment, grace period, and forbearance, please contact the office of Student Financial Services. An unsubsidized loan is not awarded on the basis of need. Interest will accrue from the time the loan is disbursed until it is paid in full but payments can be deferred during periods of half-time enrollment. A student may receive both types of loan for the same enrollment period. The interest rate is fixed at 6.8%. A fee of up to 4% will be deducted from each disbursement. Repayment of both subsidized and unsubsidized loans begins six months after graduation or separation from the University, or when enrollment status falls below half time. There is a ten-year repayment period. Students are required by federal regulation to complete a loan exit interview at the time they separate from the University, or when their enrollment status falls below half time. Failure to do so will prevent the student from receiving an official academic transcript and/or diploma.

Satisfactory Academic Progress (SAP)
A graduate student must maintain both an overall cumulative grade point average of at least 3.00, and must satisfactorily complete two-thirds of the units attempted each year. In addition, a student will become ineligible if he/she exceeds 150% of the units necessary to complete his/her program, as listed on official LSU curriculum sheets. In calculating the 150% all units attempted, even those with grades of F, I, repeated courses, remedial courses, ESL courses and courses taken at other institutions, whether financial aid was received or not count toward the quantitative total. (See “Acceptable progress” in the Academic Policies and Practices section of this BULLETIN.)

Evaluation of a student’s eligibility to continue to receive federal aid will be made each year. A student who does not meet satisfactory academic progress standards will not be eligible for federal aid until additional academic work is satisfactorily completed. A student may file a written appeal with the Director of Student Financial Services to seek an additional quarter to meet the required standards. Contact the office of Student Financial Services for more information. Students who are disqualified from receiving financial aid may choose to re-enroll, however any previous balance and all tuition and fees for any subsequent terms must be paid prior to enrollment.

Budgeting for Financial Aid
A student’s “cost of attendance” is the total amount it will cost the student to attend LSU during a specific period of enrollment, usually the academic year. Tuition and fees as determined by Financial Administration and estimates costs as determined by the California Student Aid Commission and Student Financial Services determine allowable budget amounts. The “cost of attendance” budget items include tuition and fees, books and supplies, room and board, personal costs, transportation, and student loan fees, if applicable. The student’s financial need is the cost of attendance, minus the students expected family contribution (EFC), as determined by the FAFSA. The total aid a student receives from all sources cannot exceed the student’s cost of attendance.

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- Graduate $29,460
- MBA $30,690
- Loan fees may be added to these figures

Types of Financial Aid
- Grants-aid that does not have to be repaid unless the student does not complete the term
- Loans-borrowed funds that usually must be repaid with interest.
- Federal Work Study—(see below)

Federal Programs
Students receiving federal financial aid are packaged according to federal Title IV guidelines. For more information please contact the office of Student Financial Services. The following U.S. Department of Education Student Financial Assistance programs are available at La Sierra University:

Federal Work-Study
This program funds part-time jobs for students with financial need, allowing them to earn money to help pay education expenses. Federal Work-Study (FWS) awards must be coordinated with other financial aid received. Payment is directly to the student. Students receiving FWS awards in the summer are required to use these funds for Summer or Fall charges only. No FWS funds may be used to pay a balance from a previous aid year.

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Stafford loans are either subsidized or unsubsidized. A subsidized loan is awarded on the basis of financial need. No interest accrues before repayment begins or during authorized periods of deferment. For information on deferment, grace period, and forbearance, please contact the office of Student Financial Services. An unsubsidized loan is not awarded on the basis of need. Interest will accrue from the time the loan is disbursed until it is paid in full but payments can be deferred during periods of half-time enrollment. A student may receive both types of loan for the same enrollment period. The interest rate is fixed at 6.8%. A fee of up to 4% will be deducted from each disbursement. Repayment of both subsidized and unsubsidized loans begins six months after graduation or separation from the University, or when enrollment status falls below half time. There is a ten-year repayment period. Students are required by federal regulation to complete a loan exit interview at the time they separate from the University, or when their enrollment status falls below half time. Failure to do so will prevent the student from receiving an official academic transcript and/or diploma.

Satisfactory Academic Progress (SAP)
A graduate student must maintain both an overall cumulative grade point average of at least 3.00, and must satisfactorily complete two-thirds of the units attempted each year. In addition, a student will become ineligible if he/she exceeds 150% of the units necessary to complete his/her program, as listed on official LSU curriculum sheets. In calculating the 150% all units attempted, even those with grades of F, I, repeated courses, remedial courses, ESL courses and courses taken at other institutions, whether financial aid was received or not count toward the quantitative total. (See “Acceptable progress” in the Academic Policies and Practices section of this BULLETIN.)

Evaluation of a student’s eligibility to continue to receive federal aid will be made each year. A student who does not meet satisfactory academic progress standards will not be eligible for federal aid until additional academic work is satisfactorily completed. A student may file a written appeal with the Director of Student Financial Services to seek an additional quarter to meet the required standards. Contact the office of Student Financial Services for more information. Students who are disqualified from receiving financial aid may choose to re-enroll, however any previous balance and all tuition and fees for any subsequent terms must be paid prior to enrollment.

Federal Programs
Students receiving federal financial aid are packaged according to federal Title IV guidelines. For more information please contact the office of Student Financial Services. The following U.S. Department of Education Student Financial Assistance programs are available at La Sierra University:

Federal Work-Study
This program funds part-time jobs for students with financial need, allowing them to earn money to help pay education expenses. Federal Work-Study (FWS) awards must be coordinated with other financial aid received. Payment is directly to the student. Students receiving FWS awards in the summer are required to use these funds for Summer or Fall charges only. No FWS funds may be used to pay a balance from a previous aid year.

Federal Family Education Loans (Stafford Loans)
Stafford loans are either subsidized or unsubsidized. A subsidized loan is awarded on the basis of financial need. No interest accrues before repayment begins or during authorized periods of deferment. For information on deferment, grace period, and forbearance, please contact the office of Student Financial Services. An unsubsidized loan is not awarded on the basis of need. Interest will accrue from the time the loan is disbursed until it is paid in full but payments can be deferred during periods of half-time enrollment. A student may receive both types of loan for the same enrollment period. The interest rate is fixed at 6.8%. A fee of up to 4% will be deducted from each disbursement. Repayment of both subsidized and unsubsidized loans begins six months after graduation or separation from the University, or when enrollment status falls below half time. There is a ten-year repayment period. Students are required by federal regulation to complete a loan exit interview at the time they separate from the University, or when their enrollment status falls below half time. Failure to do so will prevent the student from receiving an official academic transcript and/or diploma.
Federal Stafford Loan Yearly Borrowing Limits
These limits apply to graduate students:
  Graduate      $20,500 ($8,500 subsidized)

CALIFORNIA STATE PROGRAMS

Federal Graduate PLUS Loan
The Grad PLUS loan enables students with good credit histories to borrow funds to cover their educational expenses up to the cost of attendance less other financial aid received. The interest rate is fixed at 8.5%. A fee of up to 4% will be deducted from each disbursement. Interest begins to accrue immediately upon disbursement. Repayment begins immediately upon the student’s graduation or drops in enrollment to less than halftime status. There is a maximum repayment period of ten years.

Graduate Assumption Program of Loans for Education (Graduate APLE)
This program offers loan repayment of up to $6,000 for teachers who are studying to obtain graduate degrees. In return, recipients are expected to serve as faculty members at a California college or university for a cumulative total of three consecutive years. Applicants must be California residents who demonstrate academic ability and financial need. Enrollment of at least half time is required. The application deadline is June 30 for the following academic year. Contact the office of Student Financial Services for more information.

OTHER PROGRAMS

Endowed Scholarships and Awards
Each year enrolled students are considered for various scholarships and awards, granted on the basis of one or more of the following criteria: academic excellence, citizenship, contribution to campus life, and financial need. The application deadline is late February for the following academic year, and scholarships are announced at University Awards Luncheon at the end of May. Contact the Advancement office for a current list of the scholarships and awards that are available.

Outside Resources
Students are encouraged to research outside scholarship resources that may be available. Libraries have publications outlining eligibility criteria. The office of Student Financial Services posts lists of outside resources on the SFS bulletin board. Scholarship announcements are also located in the various schools, and in the residence halls. Students are encouraged to go online at www.finaid.org for comprehensive information.
student life

STUDENT LIFE

Student Responsibility
Application to and enrollment in La Sierra University constitute the student’s commitment to honor and abide by the practices and regulations stated in the announcements, Bulletins, handbooks, and other published materials both on and off campus; and to maintain a manner that is mature and compatible with the University’s function as a Seventh-day Adventist institution of higher learning.

The University was established to provide education in a distinctive Christian environment. No religious test is applied, but students are expected to respect the Sabbath and to honor the church values, standards and the ideals of the University. If prospective applicants choose to apply and are accepted to enroll as students, they must abide by these church values, standards and ideals while they are enrolled at the University.

From University to Student
The University regards the student from a cosmopolitan and comprehensive point of view: (a) cosmopolitan in that historically the University’s global mission has promoted bonds and opportunities in education and service without regard to sex, national or racial origin, or geographical line; and (b) comprehensive in that the University’s concern for the welfare of the student has been traditionally an integrated concern for assisting the student in balanced development of the intellectual, emotional, physical, spiritual, and societal potentialities.

GENERAL INFORMATION

Identification Number
All students will be assigned an University identification number by the Office of Admissions and issued identification cards by the Office of Student Life. The seven-digit ID number must appear on all checks payable to the University to ensure crediting to the proper student account. The ID card will be used for admissions and records, library, healthcare, fitness center, residence halls, cafeteria and access to many other services. When the student withdraws from all classes at the University during a term, the student must return their ID to the Office of Student Life.

Student’s Official Name
The official name for a student is the name the student submits on the original application for admission to the University. The Office of Admissions and Records will monitor any corrections and obtain names for initials submitted at registration. The official name of a student may be changed during attendance at La Sierra University by submitting a “Change of data” form to the Office of Admissions and Records or by making the appropriate change on the registration form. Documentation may be required. A maiden name (where applicable) may be incorporated as a part of a student’s official name. The official name will be used for all University records such as registration forms, grade reports, transcripts, graduation program, and Diploma or Certificate of Completion.

Counseling and Career Planning Services
The Counseling Center, located in La Sierra Hall 115, provides students with both personal and career counseling. Personal counseling addresses a wide range of student concerns, including personal and relationship issues, premarital counseling, and stress and anxiety management. In addition, workshops and groups are available to address specific student needs. Career counseling includes career and personality testing, career library resources, computer-based information and decision making programs. All services are free and strictly confidential. Career counseling, guidance in decision-making for undeclared majors, and interest and vocational assessment are available through the University’s Counseling Center. For more information, call (951) 785-2011.

Additional career and placement services are offered by the Office of Career services, located in the Administration Building 202 206. Services are available to all La Sierra University students and alumni. Services include resume preparation, job postings, and maintenance of placement files for graduates. Career-related workshops are held each year on job search procedures, networking, resume writing, and interviewing techniques. The Career Services web site (www.lasierra.edu/slife/careers) offers students the convenience of 24 hour service. The office coordinates on campus interviews with representatives from various organizations. Contact (951) 785-2237.

Health Services
Maintaining optimum health in the midst of the pressures of pursuing an education is an important part of student growth. Health Service provides referrals, advice, prescriptions, and basic care in accordance with the University health service plan.

All new and transfer students, both foreign and domestic, must assist Health Services in compiling a complete health record. Prior to attending classes, students must provide Health Services with the following medical information: evidence of a recent TB skin test, a recent complete physical examination, and updated immunization records. If a student does not have these records, he or she will be required to have the required tests and immunizations completed by Health Services prior to enrolling in classes. Fees will apply.
**Worship**
University Worship and assembly programs, residence hall worships, small group studies, Rendezvous, and church worship services offer opportunities for personal spiritual enrichment. Choosing to enroll at this University implies the student’s willingness to meet required worship appointments as part of the educational experience. Please refer to the Student Handbook and Guide to Residential Life for specific policies and requirements regarding these services.

**Transportation**
The student is responsible for transportation arrangements and costs to off-campus assignments. The student who brings a car on-campus must arrange for campus vehicle registration and parking permit. The law requires that adequate public liability insurance be carried by car owners, and the driver must have a valid driver’s license issued by the state of California.

**Property Protection**
Because a responsible adult has regard for the property of institutions and individuals, the mature student will endeavor to protect and safeguard University property, facilities, equipment, and supplies. Students are expected to assume responsibility for the safekeeping of personal belongings, using lockers where these are available, and otherwise exercising appropriate attentiveness to the protection of their own property and that of others.

**Security and Safety**
The Security Department’s main goal is to protect and secure the campus. On-campus duties of officers include: patrolling the campus, assisting motorists, escorting, opening and securing buildings and gates, and helping to control parking for staff and students.

**STUDENT HANDBOOK**
Detailed information concerning the University’s expectations of its students are explained in the Student Handbook, which is provided to every student admitted to the University. A copy is available on the La Sierra University Student Life website.

**CAMPUS ORGANIZATIONS**
Many campus organizations offer opportunities for extracurricular activity, experience, and growth. The following sample list suggests the range of groups that regularly function on the campus, governing themselves under bylaws approved by the Student Life Committee:

**Academic**
- Art Club
- Business Club
- Chemistry Club
- Club Ed
- Health and Exercise Science (HES) Club
- History Club
- Math and Computer Club
- Physics Club
- Pre-Dental Society
- Pre-Law Club
- Pre-Med Society
- Pre-Pharmacy Student Association (PPSA)
- Social Work Club

**Cultural Student Associations**
- Asian Student Association
- Black Student Association (BSA)
- Chinese Club
- Cultural Expressions
- South Asian Association

**Honor Societies**
- Gamma Tau
- Psi Chi
- Sigma Tau Delta
- Tri-Beta: Phi Omega Chapter

**Special Interest**
- Anderson Group
- Astronomy Club
- Best Buddies International
- Club 4 Real
- Club Towers
- Debate Club
- Drama Club
- Entrepreneurs Club
- Environmental Club
- LSU Club Triathlon Team
- Revolution
- Senior Class
- Social Justice and Awareness Club
- Student Association of La Sierra University (SALSU)
- Students in Free Enterprise (SIFE)
- We The People
- Women of Worth (WOW)

**Ministries**
- Hispanic Ministries
- Homebase
- Missions
Academic Authority
Within each of the schools of the University, the Office of the Dean is the final authority in all academic matters and is charged with the interpretation and enforcement of academic requirements. Any exceptions or changes in academic requirements, graduation requirements, test schedules, and grades are not valid unless approved by the dean of the school. Any actions taken by individual faculty members in regard to these matters are advisory only and are binding neither on the school nor the University unless approved by the dean.

The Provost, as chief academic officer, oversees the implementation of the University’s academic mission, insures that the schools maintain acceptable University standards, and monitors the consistent application of the university’s policies. The Associate provost is direct supervisor of the University Studies Program and Honors Program.

Academic Integrity and Honesty
Academic Integrity and HonestyLa Sierra University is committed to education for character, community, and culture. Embracing the principles of academic integrity is an important part of that commitment and provides a vital foundation for this community of scholars and its larger society. The following guidelines define academic integrity and establish a process to restore the community when violations occur. The University believes that education is fundamentally a place for scholars to work, learn, and grow in an atmosphere of trust and appreciation while providing fair and just corrective procedures to deal with those who breach such trust.

A. Academic Integrity Statement
All members of the community of scholars (students and faculty) at the university must agree to the following Academic Integrity Statement: I will act with integrity and responsibility in my activities as a La Sierra University student or faculty member. I will not participate in violations of academic integrity, including plagiarism, cheating, or fabricating information. I will not stand by when others do these things. I will follow the academic integrity policy.

B. Academic Integrity Committee
The Academic Integrity Committee (AIC), composed of students and faculty, has the responsibility of promoting academic integrity on campus, investigating and adjudicating appeals and violations, and issuing reports of its decisions to the appropriate campus administrators.

C. Violations of Academic Integrity
Violations of academic integrity include behaviors such as the following:
1. Plagiarism
Plagiarism occurs when a writer appropriates another’s ideas without proper acknowledgement of the source or uses another’s words without indicating that fact through the use of quotation marks.
2. Cheating
Cheating is the use of unauthorized materials, information, or study aids in an academic exercise as well as collusion in visual or oral form.
3. Fabrication
Fabrication is the falsification or invention of any information or citation in an academic exercise. This includes lying to any member of the campus community.

4. Facilitating Academic Dishonesty
The facilitation of academic dishonesty occurs when someone knowingly or negligently aids others or allows her or his work to be used in a dishonest academic manner. Such a person is as guilty of violating academic integrity as the recipient.

D. Levels of Academic Dishonesty and Consequences
In cases where academic integrity is violated, there are multiple goals that must be balanced: The desire to ensure consequences that will preserve the integrity of the community of scholars; the hope that the violation can be an opportunity for those involved to learn honesty, respect, and responsibility; and the desire to allow for forgiveness and restoration. The following classifications are used as rules of practice for faculty, administration, and the AIC in balancing these goals. The general descriptions of the levels apply to violations of academic integrity for students. Consequences for violations of academic integrity will be proportionate to the level of violation, with Level Four violations generally resulting in dismissal.

1. Level One
Level One violations involve a small fraction of the total course work, are not extensive, and/or occur on a minor assignment. Cases involving Level One are primarily viewed as teaching opportunities and are therefore to be handled by the instructor in consultation with the student and subsequently reported to the AIC chair. In cases where no resolution is reached, the instructor or student may refer the case to the AIC. Students may appeal the decision of the AIC to the Discipline Committee.

2. Level Two
Level Two violations are characterized by dishonesty of a more serious nature or by dishonesty that affects a more significant aspect or portion of the course work. Cases
involving Level Two are still primarily viewed as teaching opportunities and are therefore to be handled by the instructor in consultation with the student and subsequently reported to the AIC chair. In cases where no resolution is reached, the instructor or student may refer the case to the AIC. Students may appeal the decision of the AIC to the Discipline Committee.

3. Level Three
Level Three violations include dishonesty that affects a major or essential portion of work done to meet course requirements, or involves premeditation. All cases involving Level Three violations are heard by the AIC. Students may appeal the decision of the AIC to the Discipline Committee.

4. Level Four
Level Four violations represent the most serious breaches of intellectual honesty. All such cases are heard by the AIC. Students may appeal the decision of the AIC to the Discipline Committee.

RESPONSIBILITY OF STUDENTS
It is the responsibility of the students to avoid both dishonest practices and the appearance of dishonesty. Students should make the necessary effort to ensure that their work is not used by other students. They have the responsibility to protect the integrity of their academic work by doing all they can to stop dishonest practices of others.

RESPONSIBILITY OF FACULTY
It is the responsibility of faculty to aid students in developing honest academic habits by reporting all instances of academic dishonesty. Faculty requiring independent work (e.g., take-home tests, research papers, etc.) as part of the student’s grade should take appropriate precautions (e.g., teacher-student conferences, examination of research notes, etc.) to ensure that the work represents the student’s own efforts. It is recommended that faculty avoid basing an excessive amount (over 20%) of the student’s grade on such work where adequate supervision and controls are not possible.

ACADEMIC DUE PROCESS
ACADEMIC PETITION FOR
VARIANCE
STUDENT
ACADEMIC APPEALS

A student who believes that he or she has been academically unfairly treated or disciplined may enter into an academic appeal process as set forth below.

General Considerations
1. An academic decision is one regarding such things as a grade on an assignment or in a course; academic standing; or eligibility to participate in an academic program or to receive an academic honor, certificate, or degree.
2. An academic decision may be posted in several ways, e.g., the return of a graded assignment or exam, the response to a request for variance, the posting of course grades on the university website, or the delivery of a certified letter.

Appeal Alteration
1. The appeal of an academic decision must claim one or more of the following or similar reasons for the alteration of an academic decision:

Steps for appealing a decision initially made by an instructor regarding a particular course:

1. Step One: The student shall first discuss the decision with the instructor in an informal conference immediately after its occurrence but no later than fifteen school days after the decision is posted.

2. Step Two: If the student is dissatisfied with the results of Step One, he or she may submit a written appeal to the department chair and/or program director whose department and/or program offers the particular course within fifteen school days of the conference accomplished in Step One. The department chair and/or program director in consultation with the instructor shall reply in writing within fifteen school days of receipt of the written appeal and shall state and affirm the decision, modify the decision, or overturn the decision based on information received subsequent to the conference. This reply will be reported to all persons currently involved—the student and the instructor—and will be filed in the permanent files of the department and/or program.

3. Step Three: If the student is dissatisfied with the results of Step Two, he or she may submit a written appeal of the decision from Step Two within fifteen school days of receipt of the written decision of Step Two to the next higher authority as follows. If the department or program from Step Two is housed within a school, the next higher authority is the dean of the school. If the program from Step Two is not housed within a school (e.g., University Studies or Honors Program), the next higher authority is the Office of the Provost. The dean or the Office of the Provost must consider the student’s claims carefully. When the interests of justice so require, the dean or the Office of the Provost may decide to convene an appeal panel to review the appeal and report on its merit.

I. If a panel is convened, the panel will comprise three faculty members: one chosen by the student, one chosen by the instructor, and one— who will function as the
panel chair—chosen by the dean or the Office of the Provost. The appeal shall be considered at a meeting of the appointed panel. This shall be commenced within fifteen school days following receipt of the appeal by the dean or Office of the Provost. The panel shall report to the dean or the Office of the Provost within fifteen school days of its initial meeting. The dean or the Office of the Provost shall reply to the student in writing within fifteen school days of receiving the panel’s report and shall state the decision of Step Two and affirm, modify, or overturn the decision.

II. If a panel is not convened, the dean or the Office of the Provost shall reply in writing within fifteen school days of receiving the appeal and shall state the decision of Step Two and affirm, modify, or overturn the decision. The decision of the dean or the Office of the Provost is final. The reply generated in (i) or (ii) above will be reported to all persons currently involved—the student, the instructor, the department chair and/or program director, the dean, the dean’s Executive Committee, and, if convened, the panel members. The reply must also be reported to other campus entities as appropriate (e.g., the Office of Admissions and Records, and the Office of Student Life). This reply will be filed in the permanent files of the offices of the dean and the Office of the Provost.

Steps for appealing a decision initially made within the office of the dean of a school:

1. **Step One:** The student shall first discuss the grievance decision with the dean in an informal conference immediately after its occurrence but no later than fifteen school days after the decision is posted.

2. **Step Two:** If the student is dissatisfied with the results of Step One, he or she may submit a written appeal to the Office of the Provost within fifteen school days of the conference, accomplished in Step One. The Office of the Provost must consider the student’s claims carefully. When the interests of justice so require, the Office of the Provost may decide to convene an appeal panel to review the appeal and report on its merit.

I. If a panel is convened, the panel will comprise three faculty members: one chosen by the student, one chosen by the dean, and one—who will function as the panel chair—chosen by the Office of the Provost. The appeal shall be considered at a meeting of the appointed panel. This shall be commenced within fifteen school days following receipt of the appeal by the Office of the Provost. The panel shall report to the Office of the Provost within fifteen school days of its initial meeting. The Office of the Provost shall reply to the student in writing within fifteen school days of the receipt of the panel’s report and shall state the decision of Step One and affirm, modify, or overturn the decision.

II. If a panel is not convened, the Office of the Provost shall reply in writing within fifteen school days of the receipt of the appeal and shall state the decision of Step One and affirm, modify, or overturn the decision. The decision of the Office of the Provost is final. The reply generated in (i) or (ii) above will be reported to all persons currently involved—the student, the dean, the dean’s Executive Committee, and, if convened, the panel members. The reply must also be reported to other campus entities as appropriate (e.g., the Office of Admissions and Records, and the Office of Student Life). This reply will be filed in the permanent files of the offices of the dean and the Office of the Provost.

A D V I S E M E N T

The University is committed to assist every student in the area of academic advisement. Every full-time student is assigned an academic advisor from his or her chosen major field and is required to consult with the advisor before registering for classes. Each student’s schedule is planned individually to be academically sound, to reflect academic needs and interests, and to support career goals.

The academic advisement for all ESL/ALCE students will be assigned to the ESL program regardless of the student’s major. The ESL advisor will consult with the academic department involved in order to design a program that will best aid the student in reaching his or her academic goals. All ESL students will continue to be advised by the academic advisor in the ESL program together with the advisor in the major program until the student has successfully completed ENGL 111 with a minimum grade of C (2.00).

R E G I S T R A T I O N  A N D  A T T E N D A N C E

Class Schedule
An official class schedule, prepared each quarter by the University, includes the registration schedule, procedure for registration, fees, classes offered by hours and instructors, and other pertinent registration information. The schedule is available electronically prior to advisement and registration each quarter or the student may elect to obtain it at the Office of Admissions and Records. Students are responsible for being aware of information contained in the class schedule.

Registration
A student must be admitted to the University through the Office of Admissions and Records and must register on the dates designated in the University calendar in this BULLETIN. The registration procedure includes recording information and obtaining indicated clearances on the Course Request form and the Registration Information Sheet, which will be provided by the student’s academic advisor. All undergraduate students must report to their advisors to receive their registration forms and registration PIN numbers, and to select their classes. Students may then reserve classes at the Office Admissions and Records, or on the La Sierra Online Database. Should a student’s financial clearance not be completed by the date specified in the appropriate class schedule, all the student’s classes will be deleted from the computer and the registration process must begin again and all steps must be followed again, selecting classes from those that are still available at the time. Complete instructions are published each quarter in the class schedule. A student is not registered until financial clearance has been obtained from Student Financial Services and all classes joined have been entered into the campus database by the date published. Late fees apply on the dates indicated in the calendar. A student may not attend class without being registered for it.
Academic probation

A student who has not yet received regular status, either because of qualitative or quantitative deficiencies in academic record.

Audit

Audit indicates registration for attendance only. A notation of AU will appear on the grade report if the student attends at least 80 percent of the class meetings; otherwise, a notation of AUW (Audit Withdrawal) will appear. There is a special audit charge rate. A student may audit only lecture courses. Courses requiring special instruction and laboratories, such as studio art, science courses, etc., cannot be taken on an audit basis.

Course or Program Change & Withdrawal

To add a course or withdraw from a course a student has the option of processing the change on the web or at the Office of Admissions and Records. This should be done in consultation with the student’s advisor and/or academic dean.

Deadlines

Since many summer session courses are taught at dates other than the standard six-week session, students should consult the Office of Admissions and Records for deadlines for such courses. A course dropped during the first 10 class days of a quarter is not included on grade reports or transcripts. If a student withdraws after 10 class days and by ten class days before the beginning of final test week, a notation of W is recorded.

A student who wishes to add a course, or to change registration in any course from audit to credit, or credit to audit, must do so within the first six class days of the quarter. See class schedule for exact date each term.

The deadline for changing the number of units in a variable unit course is ten class days before the first day of final examination week.

A student wishing to be graded for a course on a satisfactory/unsatisfactory basis must fill out the appropriate form, have it signed by his or her advisor and turn it in at the Office of Admissions and Records no later than ten class days before the first day of final examination week.

Academic Status

Regular a student who has met all entrance requirements as listed in this BULLETIN and is making acceptable academic progress while registered for a standard course of study leading toward a degree or certificate in one of the schools of the University.

Provisional

A student who has not yet received regular status, either because of qualitative or quantitative deficiencies in academic record.

Academic probation

A student who fails to make acceptable academic progress.

ESL

A student who lacks documentation for English competency or who has received substandard scores therein. Appropriate placement depends upon the results of in-house testing.

AELP

Only a student who is permitted to register only for ALCE courses through the American Experience and Language Program.

Nondegree

A student who has not been admitted to a degree or certificate program but who is registered for selected courses in one of the schools of the University. (See also “Nondegree status” under “Course load,” following.)

Continuing education (CE)

A student who is registered only for continuing education courses.

Course Load

Unit of credit Credit is indicated in quarter units. A quarter unit of credit represents ten to twelve class hours, together with requisite study, preparation, and practice; or 25-30 laboratory or independent study clock hours.

Noncredit course

Organized subject matter in which instruction is offered for which academic credit is not given. These courses will be clearly marked as not for academic credit.

Course Sequence and Credit for Prerequisites

Credits toward graduation are generally not granted for a beginning or introductory course which is taken after a more advanced course in the same area, or for a course which is taken after another course for which it is a prerequisite. It is expected that prerequisites as printed in this BULLETIN will be completed before enrollment in any course.

Normal Limit

A normal undergraduate study load is 16-18 units of coursework per quarter, including all coursework for which the student is registered in the schools of the University or elsewhere. A student of exceptional ability may register for additional study with the consent of the dean of the school of the student’s enrollment. A student on academic probation is subject to a restricted course load. The normal load for a full-time graduate student is 6 units.

Full-time Status

An undergraduate student carrying 12 or more units per quarter is considered to be a full-time student. A graduate student carrying 6 units or more is considered a full-time student.

Part-time Status

Fractions of a load for part-time students (1/4, 1/2, 3/4) are based on 12 quarter units for undergraduate students and on 6 units for graduate students.

Nondegree Status

Though for the undergraduate student there is currently no limit to the number of courses that may be taken as a nondegree student, such courses do not guarantee acceptance into a degree or pre-professional program, nor is there a guarantee that these courses will transfer into type of program if the student is admitted.
therein. Nondegree status will be reflected on the transcript. This status is not available to a former student who has been denied readmission.

**Student Teacher**
The directed teaching experience is considered a full academic load. A student will be allowed to take an additional course only in exceptional cases and by permission of the coordinator of student teaching.

**Clock Hours**
A person not enrolled in regular classes but occupied in self-study projects (such as research, dissertation, thesis, externship, internship, clerkship, field project, or in classes carrying 0 units of academic credit) is classified as a student by filing a validation form in the Office of Admissions and Records every quarter at registration. The academic work load is counted as follows: full load is a minimum of 36 clock hours/week; three-quarter load is a minimum of 27 clock hours/week; one-half load is a minimum of 18 clock hours/week; one-quarter load is a minimum of 9 clock hours/week.

**G R A D U A T E  S T U D E N T  C L A S S I F I C A T I O N S**

**Nondegree**
A student who has not been admitted to a degree or certificate program but who is registered for selected courses in one of the schools of the University. Nondegree status is reflected on the transcript.

Though there is currently no limit to the number of graduate courses a student may take in a nondegree status, satisfactory completion of such courses does not guarantee either (a) acceptance into a degree program or (b) credit toward a degree program to which the student is subsequently admitted. If the student is admitted to a degree program, a maximum of 12 quarter units taken in the nondegree status may be counted toward the degree. No course with a grade below B (3.00) is eligible for such credit, and only courses successfully completed during the previous five years are eligible.

**Credential**
A student who has completed a baccalaureate degree and is working toward a credential.

**Master’s Degree**
A student who has completed a baccalaureate degree and is enrolled in a program leading to a master’s degree.

**Specialist in Education**
A student who has completed a master’s degree or its equivalent and is enrolled in a program leading to a Specialist in Education degree.

**Doctorate**
A student who has completed a master’s degree or its equivalent and is enrolled in a program leading to a doctoral degree.

**G R A D U A T E  A S S I S T A N T S  A N D  F E L L O W S**

**Graduate Assistant**
A student who provides specified services to a department of the University, and is granted a stipend upon recommendation of the department and approval of the Dean of the school.

**Graduate Fellow**
A student who is granted a stipend and/or remission of tuition, upon recommendation of the department and approval of the Dean of the school, without required services.

**Post-doctoral Fellow**
A person at La Sierra University who is engaged in further scholarly activity under supervision but not leading to a degree.

**C O U R S E  L O A D**

**Unit of Credit**
Academic credit at La Sierra University is indicated in quarter units. A quarter unit of credit represents 10 to 12 class hours, together with requisite study, preparation, and practice; or 25-30 laboratory or independent study clock hours.

**Noncredit Course**
Organized subject matter in which instruction is offered, but for which academic credit is not given, is clearly identified as not for academic credit.

**Course Sequence and Credit for Prerequisites**
Credit toward graduation is generally not granted for a beginning or introductory course which is taken after a more advanced course in the same area, or for a course which is taken after another course for which it is a prerequisite. It is expected that prerequisites as printed in this Bulletin will be completed before enrollment in any course.

**Full-time Status**
The normal load for a full-time graduate student is 12 units, and permission of the dean should be sought if enrolling for more. A graduate student carrying 8 units or more is considered a full-time student.

**Part-time Status**
Fractions of a load for part-time students (1/4, 1/2, 3/4) are based on 8 quarter units for graduate students.

**Nondegree Status**
Though for the graduate student there is currently no limit to the number of courses that may be taken as a nondegree student, such courses do not guarantee acceptance into a degree program, nor is there a guarantee that these courses will transfer into a degree program if the student is admitted therein. However, should the student be admitted to a degree program, a maximum of 12 quarter units taken in the nondegree status may be transferred to the degree program. No course with a grade below B (3.00) is eligible for such transfer, and only courses successfully completed during the previous five years are eligible. Nondegree status will be reflected on the transcript.
SPECIAL COURSEWORK

Directed Independent Study
Directed study is offered to provide opportunity for a student to have a special academic experience beyond that offered in the regular course work, and is supervised by a faculty member with expertise in the area of study. It is evaluated according to specific goals prescribed in a document of agreement which includes a description of the work to be done, the basis of grading, the number of credits to be awarded, and an agreed schedule for student-teacher contacts. Directed study is limited to 8 quarter units of graduate credit toward degree requirements. Courses appearing in the Bulletin are always taken under their own course numbers regardless of class size.

EXAMINATIONS

Final Examinations
An examination schedule of four days, allowing a two-hour period for each class, is printed in the class schedule each term, and students are required to take examinations at the appointed time and place. Late afternoon and evening classes (those which begin at 4:00 p.m. or later as do most graduate classes) will have final examinations on the same day and hour of examination week as the first scheduled class meeting in the term, unless otherwise arranged by the school offering the class. If the class is scheduled for only one hour, it will be extended to two hours for the final exam.

Equivalency and Waiver Examinations
For certain courses offered by the University a student may earn credit by passing an equivalency examination administered by the appropriate school and department. Such an examination is at least equal in scope and difficulty to a final examination in the course and may include materials supplied by CLEP (College Level Examination Program) or other agencies. Complete requirements concerning equivalency and waiver are outlined in the Undergraduate Bulletin, and a copy of this information may be obtained from the Office of Admissions and Records.

SCHOLASTIC STANDING
(Grading System)

Basic Assumptions
The following assumptions form the basis on which the grading system operates:
1. Acceptable standards of performance (objectives) are specified for a course in the syllabus.
2. The teacher provides opportunities for the student to practice the kinds of performance called for in the objectives.
3. Letter grades are based on achievement of valid objectives.
4. Credit for completing a course is given only when a student has achieved an acceptable standard of performance.

Grades and Grade Points
The following grades and grade points are used in this University:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Outstanding performance</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
<td>Excellent performance</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
<td>Very good performance</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>Very good performance for graduate credit; satisfactory, performance for graduate credit.</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
<td>Satisfactory performance</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>Satisfactory performance for graduate credit; minimum performance for which major and cognate graduate credit is granted. C (2.00) is the minimum performance for which graduate credit is granted.</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
<td>Minimum performance for which graduate credit is granted.</td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
<td>Minimum performance for which graduate credit is granted.</td>
</tr>
<tr>
<td>D+</td>
<td>1.30</td>
<td>Minimum performance for which graduate credit is granted.</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>Minimum performance for which graduate credit is granted.</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>Failure, given for not meeting minimal performance.</td>
</tr>
<tr>
<td>XF</td>
<td>0.00</td>
<td>Failure, given by the academic integrity committee in case of a major academic integrity violations.</td>
</tr>
<tr>
<td>S</td>
<td>none</td>
<td>Satisfactory performance, units counted toward graduation. Equivalent to a C (2.00) grade or better in undergraduate courses or a B (3.00) grade or better in graduate courses. May not be given for pre-foundational coursework or for coursework in a student’s major field or professional curriculum requirements, except for courses in which it has been determined that letter grades are inappropriate. A course in which a student has requested to be graded on an S/U basis may be applied only toward the general physical education activity requirement or as a free elective toward graduation. To request S/U grading the student files with Office of Admissions and Records the appropriate form, signed by the advisor, by ten class days before the first day of the final examination week. Once filed, the grade is not subject to change. An S grade is not computed in the grade point average.</td>
</tr>
<tr>
<td>(U)</td>
<td></td>
<td>Unsatisfactory performance, units not credited. Given only when performance for a course falls below a C (2.00) grade in undergraduate courses or a B (3.00) grade in graduate courses, and the student has filed with the Office of Admissions and Records the appropriate form requesting an S/U grade, signed by the advisor, by ten class days before the first day of the final examination week. Once filed, the grade is not subject to change. The U grade is not computed in the grade point average.</td>
</tr>
<tr>
<td>(W)</td>
<td>Withdraw: Given for withdrawal from a course after the first 11 class days of the quarter and by ten class days before the beginning of final test week. Withdrawals during the first 11 class days of a quarter or as designated in the calendar of the summer session are not recorded if the student files with the Office of Admissions and Records the appropriate form prior to the cut-off date.</td>
<td></td>
</tr>
<tr>
<td>(I)</td>
<td>Incomplete: Given for circumstances beyond a student’s control, and only if at least 75 percent of the coursework has been completed. A student requests an I grade from the instructor by completing a &quot;Petition to Receive an Incomplete Grade Form&quot; which includes the reason for the request. It is the student’s responsibility to request the signature of the instructor and the department chair and/or program director or dean and, if granted, leave the form with the instructor. The instructor will report the I grade on the Instructor Grade Report. On the Petition to Receive an Incomplete Grade Form, the instructor lists what deficiencies remain to be completed,</td>
<td></td>
</tr>
</tbody>
</table>
a deadline for completion (no later than the end of the following term, but excluding the summer session for those not in attendance during that term), as well as the grade which the student will receive if the deficiency is not removed within the time limit. The petition is then filed with the Office of Admissions and Records along with the “Instructor Grade Report.” Incomplete units are not calculated in the grade point average. An I may be changed to a grade only by the instructor processing a “Change of Grade” Form within the time limit; or if the time limit has been exceeded, the predetermined default grade will be recorded by the Office of Admissions and Records.

(IP) In Progress: Given at the end of the first quarter for classes indicated as IP classes prior to registration. Classes eligible to be offered with the possibility of IP grading are determined by the dean of the school offering the course and this designation is indicated to the Office of Admissions and Records prior to class registration. The IP courses have a maximum duration of four quarters (three quarters following the quarter in which the student registers for the course). Classes that involve continuing research, extended dissertations, the implementation of certain features of education, fieldwork, and directed teaching illustrate the types of classes that merit IP grades. The student’s final grade is entered at any time upon submission to the Office of Admissions and Records by the instructor of a completed “Change of Grade Form.” If the work is not completed within the designated time for the completion of the IP course, a grade shall be issued by the instructor. When a grade is issued, the date of issue will appear on the student’s transcript.

(IPW) In Progress Withdrawal: Given at the request of the student by filing with the Office of Admissions and Records the appropriate form after the end of the first quarter but prior to the fourth quarter cut-off date for withdrawal. (For withdrawal during the first quarter a W is assigned.) When an IPW is issued, the date of issue will appear on the student’s transcript and becomes irreversible at that time.

(AU) Audit: Indicating registration for attendance only. This option does not include a pre-dominantly laboratory experience course. A student must attend at least 80 percent of the class meetings. A request to change an audit course to credit or credit to audit may be made no later than the sixth class day after the beginning of a quarter.

(AUW) Audit Withdrawal: Given when the 80 percent class attendance requirement was not observed.

TRANSFER CREDIT

Definition
Transfer credit is defined as credit earned
A. At another United States postsecondary institution accredited with a regional or national association recognized by the American Council on Education,
B. At a postsecondary institution accredited by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities,
C. At a foreign postsecondary institution recognized by its government. This University generally does not accept from non-accredited institutions either (a) credit for transfer towards a degree or (b) a degree as a basis for admission. Guidelines for exceptions must be approved by the Graduate Council.

Transfer credit is determined by the Office of Admissions and Records in consultation with the dean of the school involved. The University may require a written, oral, or practical examination in any course for which transfer credit is requested. In such cases, an examination fee may be required.

Requirements and Procedures
Transfer credit is accepted by La Sierra University according to the following criteria:
1. For acceptance as transfer credit, courses must not have been previously applied to another degree program or curriculum. Exceptions in the case of combined programs must be approved by the Graduate Council.
2. Transfer credit may reduce the minimum requirements for credit units for a degree earned at La Sierra University; however, the requirement of 36 units to be earned at La Sierra University is not to be altered. The maximum number of transfer credits toward a master’s degree is the equivalent of 9 quarter units. The maximum number of transfer units acceptable for a degree above the master’s level is determined by the school offering such a degree. The transfer student may petition to have additional transfer credit accepted at the discretion of the Graduate Council.
3. A minimum grade of B (3.00) is required for each course accepted for transfer graduate credit.
4. Transfer-credit courses must be equivalent to courses appropriate to degree requirements as specified in this Bulletin.
5. Transfer credit is not applicable if the coursework was completed more than seven years prior to registration for graduate study at La Sierra University.
6. Extension credits earned at another accredited institution are not accepted for transfer credit unless accepted toward a degree at the originating institution and approved by the appropriate school or department at this University.
7. Non-United States credentials are evaluated in harmony with the most recent available information from the American Association of Collegiate Registrars and Admission Officers, the National Association of Foreign Student Advisors, the Department of Education of the General Conference of Seventh-day Adventists, previous in-house evaluations, and the current practices of other Seventh-day Adventists and/or local and national accredited institutions of higher learning. Comparabilities, course-by-course, will be assigned where necessary, taking into consideration the student’s projected plan of study.
8. Credit for prior experiential learning is granted by portfolio according to written policies available in the office of the dean of each school.

GRADUATION REQUIREMENTS

Minimum Requirements
On the recommendation of the faculty of the school granting the degree, the University awards graduate degrees when the student has completed the following minimum requirements:
1. Completed all requirements for the degree in his/her Bulletin of Graduation with no required course receiving a grade below a B (3.00). No course below a C (2.00) may be used as a non-major elective.
2. Satisfactorily completed a comprehensive examination as designated by the department of specialization.
3. For a master’s degree, both an overall grade point average including transfer, if any, and an overall grade point average of courses taken at La Sierra University of B (3.00).
4. Maintained continuous registration from advancement to candidacy to the awarding of the degree.
5. Met the full-time graduate enrollment requirements, never less than two academic quarters. A year of full-time enrollment is defined as three quarters of full-time academic work. A full-time quarter of graduate enrollment is defined as the completion of at least 8 units of course work.

**Residency**
Nine units is the maximum amount of transfer coursework allowed to apply to a master’s degree at La Sierra University unless special consideration has been allowed by the Graduate Committee of the school. An additional nine quarter units of transfer coursework is allowed toward the specialist’s degree. All such transfer credits must be approved by the student’s guidance committee and the transcript must be sent promptly. Note carefully the requirement that at least 36 units must be earned at La Sierra University for any postbaccalaureate degree. The residency requirement for the doctoral degree is outlined in the Degree Requirements in the School of Education section of this Bulletin. Also see item 2 under “Transfer credit” in this section of the Bulletin.

**Course Grades**
Required courses in academic graduate programs with a grade below B (3.00) and elective courses with a grade below C (2.00) do not fulfill graduate degree requirements. No more than 8 units of courses with a grade below B (3.00) may be used to fulfill graduate degree requirements.

**Bulletin of Graduation**
Students who are enrolled continuously in the University for successive years may choose to meet the requirements for graduation listed in the Bulletin of the year of their entrance or any subsequent year. If a graduate student discontinues enrollment for one quarter without leave of absence, residency has been broken and the requirements listed in the Bulletin of the year of re-entrance or any subsequent year must be met.


**Research Competence**
Required skills in languages, investigation, and computation are specified in each program description in this Bulletin.

**Prerequisites and Deficiencies**
Gaps in an applicant’s academic achievement are identified by subject and classified either as prerequisites or as subject deficiencies. Applicants lacking certain program or subject prerequisites are not admitted to a graduate program until the prerequisites are completed (at La Sierra University or elsewhere) and acceptable grades are reported. However, subject deficiencies do not necessarily exclude an applicant from admission or enrollment, but they must be removed as specified by the advisor or dean, usually at the beginning of the graduate experience at this University.

**Advisor and Guidance Committee**
Each student accepted into a degree program is assigned an advisor who helps to arrange a program of studies to meet University requirements. Subsequently (no later than when applying for candidacy) the student is put under the supervision of a guidance committee. This committee is responsible to and works with the coordinator of the student’s program in arranging courses, screening thesis topics (where applicable), guiding research, administering final written and/or oral examinations, evaluating the thesis and other evidence of the candidate’s fitness to receive the degree, and recommending the student for graduation.

**Study Plan**
The student’s advisor develops with the student a written outline of the anticipated graduate experience, with times and activities specified as fully as possible. This outline serves as a guide to the student and the advisor, as well as to members of the guidance committee. The study plan is changed only after careful consultation. As the student moves toward completion of the program of study, information regarding the thesis, comprehensive examination, a second master’s degree, and/or dual or shared credit within the University may be obtained from the Office of Admissions and Records.

**Acceptable Academic Progress**
For a graduate student, acceptable academic progress is considered to be:
1. The removal of all prerequisites and deficiencies during the first term (or 12 units) of attendance as determined by the dean at the time of enrollment.
2. The maintenance of a grade point average of at least 3.00.
3. The completion of the conditions of residency.
4. The maintenance of continuous registration from advancement to candidacy to the awarding of the degree.
5. The completion of all requirements for a degree within five years from date of admission for master’s programs and within seven years from the date of admission for the educational specialist or doctoral degree.

**Potential Consequences of Failure to Make Acceptable Academic Progress Include:**
1. Academic probation. A student whose grade point average for any term falls below 3.00 is placed on academic probation the next quarter and is subject to a restricted course load.
2. Academic disqualification. A student on academic probation who fails to raise the current quarter grade point average to 3.00 is placed on academic disqualification, the Office of Admissions is so notified, and the student is not allowed to register the next quarter. To be readmitted after a period of academic disqualification, the student must reapply through the Office of Admissions and Records.

A student who is academically disqualified a second time will not be readmitted to the University. Students failing comprehensive exams for a second time are academically disqualified, they are not readmitted to the program, and the Office of Admissions and Records is so notified.

**Time Limits**
Any credit transferred to the University or taken in residence and submitted toward a graduate degree is nullified seven years from the date when the course was completed. In certain cases, credit may be given for nullified courses after such refresher provisions as readings, reports, conferences, and examinations bring the student up to date.
The time allowed from admission to a master’s degree program to the conferring of the degree generally may not exceed five years. A short extension of time may be granted on recommendation of the dean and approval by the Graduate Committee of the school. Specialist and doctoral degree time limits generally do not exceed seven years.

Candidacy for a graduate degree lapses after three years from the date of admission to candidacy.

**Continuous Registration**
A student is required to maintain continuous registration from advancement to candidacy to the awarding of the degree. For the terms during which the student is not paying course tuition, a fee may be charged.

**Leave of Absence**
A student in the College of Arts and Sciences, the School of Business, or the School of Religion who wishes to withdraw for a quarter or longer submits a written request for a leave of absence, indicating the reason for it and the length of time needed to be out of the program, up to a maximum of one year. This request requires the approval of the student’s department and dean.

Stipulations for reentry are given the student in writing. During the period of leave, students may need to maintain continuous registration by payment of a quarterly fee.

A student in the School of Education follows the specific time requirements for the degree sought.

**Readmission**
A student who interrupts graduate study without arranging for a leave of absence may be administratively withdrawn from a graduate program. Resumption of study toward a graduate degree requires reapplication for admission and is subject to the requirements in effect at the time of readmission.

**Other Policies and Procedures**

**Waiver of a Requirement**
A student may request the waiver of a requirement if a prior course or experience fulfills the requirement but does not qualify for transfer of credit. An examination may be required.

**Extramural Study**
When a student begins a degree program, it is understood that courses taken must be conducted on a campus of La Sierra University unless, upon petition for extramural study, the student obtains consent from the department chair and the dean of the school of enrollment. In such instances, the student must arrange with the chair of the department for evaluation of the study and, at its completion, recommendation as to credit and grade.

**Repeating a Course**
When a student repeats a course at La Sierra University or any other approved institution, both the original and repeat grades become a part of the student’s permanent file, but only the repeat grade and credit units are computed in the cumulative grade point average and included in the total units earned. In order to assure that the GPA reflects the new situation, the student must check with the Office of Admissions and Records.

**Withdrawal**
Formal withdrawal from the University must be arranged at the Office of Admissions and Records.

**Resident Scholar Program**
An individual who has an earned doctorate, or its equivalent, who wishes to undertake research and study on a specific educational theme is invited to contact the dean of the School of Education.

**Graduation Events**

**Participation**
To be eligible to participate in the formal events of graduation, candidates are expected to have completed all requirements for their degrees. The University reserves the right to limit participation in graduation or recognition ceremonies to students who have satisfactorily completed all the requirements for a degree.

A resident student who completes the requirements for a degree at the end of the spring quarter is expected to be present at the University’s annual conferring of degrees and the presentation of diplomas in June. Permission for the conferral of a degree in absentia is contingent on submission of an academic variance petition and the approval of the dean of the school.

A student who completes the requirements for a degree at the end of the autumn, winter quarter or the summer session is invited and encouraged, but not required, to participate in the subsequent conferring of degrees, at which time the printed program lists all candidates who have completed requirements for degrees since the preceding commencement.

**Recognition of Candidates for Degrees**
A formal recognition event may occur elsewhere when a school has a significant number of candidates completing degree requirements in an off-campus or extended-campus situation. Diplomas are not formally awarded at this event but are sent to the students later. (See the paragraphs below.) The names of these candidates are also included in the printed program of the next commencement event. The dean of the school or the director of the off-campus program coordinates this ceremony.

**Diplomas and Statements of Completion**
Diplomas are available after final academic checks are completed, and all requirements are certified to be met, including financial obligations to the University.

Candidates who complete the requirements for degrees at times other than the regularly scheduled diploma date may request from the Office of Admissions and Records a statement of completion to be used until the diploma is available, if all financial obligations are met.

**Class of Graduation**
A graduate is considered a member of the class of the calendar year in which the diploma is dated.
### Prefixes and Areas of Instruction
The four-letter prefix preceding each course number is an abbreviation of the subject area in which the course is found. Following is a list of codes referred to in this BULLETIN, the subject area for which the code stands, the department or program in which the subject is taught, and the school in which the department or program is located. For convenient reference, the areas of instruction are listed alphabetically by code.

<table>
<thead>
<tr>
<th>CODE</th>
<th>SUBJECT</th>
<th>DEPARTMENT/PROGRAM</th>
<th>SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>Accounting</td>
<td>Accounting, Economics, and Finance</td>
<td>SB</td>
</tr>
<tr>
<td>ACCE</td>
<td>American Language</td>
<td>English as a Second Language</td>
<td>SB</td>
</tr>
<tr>
<td>ANTH</td>
<td>Anthropology</td>
<td>History, Politics, and Society</td>
<td>CAS</td>
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<tr>
<td>ARTA</td>
<td>Art Appreciation/History</td>
<td>Art</td>
<td>CAS</td>
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<td>ARTS</td>
<td>Studio Art</td>
<td>Art</td>
<td>CAS</td>
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<tr>
<td>ARTX</td>
<td>Professional Studies in Art</td>
<td>Art</td>
<td>CAS</td>
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<td>ASCE</td>
<td>College of Arts and Sciences</td>
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<td>Biology</td>
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<td>Business Administration</td>
<td>Psychology</td>
<td>CAS</td>
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<td>Child and Family Science</td>
<td>Chemistry</td>
<td>CAS</td>
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<tr>
<td>CHEM</td>
<td>Chemistry and Biochemistry</td>
<td>World Languages</td>
<td>CAS</td>
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<tr>
<td>CHIN</td>
<td>Chinese</td>
<td>English and Communication</td>
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<td>Communication</td>
<td>Mathematics and Computer Science</td>
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<td>CPTG</td>
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<td>DENT</td>
<td>Pre-Dentistry Additional Courses: Pre-Graduate/Pre-Professional</td>
<td>Accounting, Economics, and Finance</td>
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<td>ECON</td>
<td>Economics</td>
<td>Administration and Leadership</td>
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<td>English as a Second Language</td>
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### Off-Campus Instruction
Courses offered in an off-campus or extended campus setting, or for an extended degree program that carry the same prefixes and numbers from 100-799 as do the regular on-campus courses, are applicable toward degree requirements.

### Key
- CAS-College of Arts and Sciences
- SB-School of Business
- SE-School of Education
- SR-School of Religion
<table>
<thead>
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<th>Code</th>
<th>Description</th>
<th>School</th>
<th>Code</th>
<th>Description</th>
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Number
The course number indicates the comparative level of difficulty and the type of credit carried as well as the class standing of the students for which the course is offered:

101-299  Lower division (freshman/sophomore)
01-499   Upper division (junior/senior; limited application to M.A., by special permission
501-699  Graduate
700-799  Doctoral/Postdoctoral

Courses numbered below 100 and in the 800s and 900s do not offer credit toward any degree or diploma at La Sierra University.

001-099  Pre-foundational (no credit toward a degree)
800-899  Special certificate programs (noncredit)
900-999  Continuing and noncredit education (noncredit; further identified by prefix beginning with “LS” or ending in “CE”)

Undergraduate courses which have numbers ending in 1, 2, and 3 are generally sequential and need to be taken in order.

Unit of Credit
Credit is indicated in quarter units. A quarter unit represents 10-12 class hours, or the equivalent, together with requisite study, preparation, and practice. A quarter unit of laboratory or independent study credit represents 25-30 clock hours.

Continuing Education Units
Courses with the prefix ALCE (American Language Experience Program), or ASCE (College of Arts and Sciences Continuing Education), or BMCE (School of Business Continuing Education), or ELCE (English as a Second Language Continuing Education), or SECE (School of Education Continuing Education), or SRCE (School of Religion Continuing Education), followed by a number in the 900s, offer continuing education units (CEU). One CEU is awarded for ten contact hours of participation; hours less than ten are shown as tenths of CEUs. The CEU is a means for measuring and recording noncredit, postsecondary-level study. Courses carrying CEUs may be useful when employers or relicensure agencies require a specific number of hours of instruction for career advancement purposes, and when noncredit study is acceptable. The prefixes LSCA, LSLV, LSSM, and LSVS designate various areas of non-traditional enrollment with the University or, in the case of LSCA, of a “holding” status showing, until the courses have been completed and complete information is available, that enrollment exists. Credit, if any, may be indicated in clock hours.

Note: Continuing education units, contact hours or clock hours cannot be converted at any time into academic units to be used toward any degree or diploma at La Sierra University.

General Degree Requirements
Multiple Degrees, Majors, & Minors
A student may simultaneously earn more than one degree at one level in the same school of the University, provided all requirements for the degrees are met.

If there are overlapping requirements between the two majors, 20 units are required that are in one of the majors but not in the other or a combination of 30 units that are mutually exclusive between them. If there are overlapping requirements between a major and a different minor, or between two minors (e.g., Computing and Mathematics), 12 units not used in the major are required as part of the minor, or 12 units are required in one of the minors that are not used in the other minor.

Concurrent or Summer Enrollment
Students wishing to take a course at another school (including correspondence coursework) after having enrolled at La Sierra University must receive approval before the course is taken in order to establish acceptance of the course. Forms for this purpose are available in the Office of Admissions and Records. (See “Course load/Normal limit” in the Academic Policies and Practices section of this Bulletin.)

Student Responsibility
Students are responsible for informing themselves of and satisfactorily meeting all requirements pertinent to their relationship with the University. The University reserves the right to make such changes as circumstances demand with reference to admission, registration, tuition and fees, attendance, curriculum requirements, conduct, academic standing, candidacy, and graduation.

Residency & Bulletin of Graduation
Students who are enrolled continuously in the University for successive years may choose to meet the requirements for graduation listed in the BULLETIN of the year of their entrance or any subsequent year. If a student discontinues enrollment for one calendar year, residency has been broken and the requirements listed in the BULLETIN of the year of re-entrance or any subsequent year must be met.

Division of Continuing Studies
Students needing to discontinue enrollment for longer than one calendar year must submit a request in writing to the program director. If approved by the program director and appropriate administrator, the student will be allowed to continue residency for the stated period.

Classification of Courses 39
The College of Arts and Sciences currently offers a Master of Arts degree in English. The prospective student should consult admissions, financial, and academic practices sections of this BULLETIN for general information. Specific requirements are outlined in the program.
The graduate program of the Department of English and Communication offers courses in literature, composition and rhetoric, and library research that will prepare students for further post-graduate work and provide students with the skills necessary to succeed in a wide variety of occupations where critical thinking and communication abilities are essential.

**Degree Requirements**

**Acceptance**

Students with a baccalaureate degree (or the equivalent) with a major in English from an accredited college are encouraged to apply, although students with a BA degree in a related area of study who demonstrate strong interest in literary studies will also be considered for admission. Students will be accepted if transcripts, recommendations, and Graduate Record Examination scores show promise of exceptional work in English language and literature. The program is designed to be completed in two years; however, those students who did not complete their undergraduate education in English should expect the program to take longer. A personal plan of study that takes into account previous collegiate experience and career goals will be designed for each student.

Each student’s graduate study plan when combined with courses taken as an undergraduate English major should meet the following basic requirements by the time graduate courses have been completed:
- 2 courses in American literature
- 2 period courses in English literature
- 2 additional courses in literature, chosen in consultation with advisor
- 2 courses in major authors (including Shakespeare, Milton or Chaucer)
- 1 genre course
- 2 courses in literary criticism
- 1 graduate course in bibliography and research
- 1 writing course, taken while in residence
- 1 course in advanced grammar and style OR language and linguistics
- 1 course in religion, see below

Some of these courses may have been taken as part of the student’s baccalaureate program; a student’s graduate program will make up any deficiencies as well as meet individual interests and professional goals. But all graduate students will need to fulfill the minimum 48 units to graduate with the masters degree. Students must complete their graduate program in five years after first matriculating.
Assessment examination
During the first term of enrollment, each student will take an assessment examination. The results of this examination, together with the student’s undergraduate records and test scores, will be used by the advisor or guidance committee in planning the student’s overall program.

Total units: A minimum of 48 units is required for graduation. At least 40 units must be in English, with no fewer than 24 units of graduate courses at the 600 level. The S/U grading option is not available to students in the English M.A. program.

Required courses
During the first year:
ENGL 604 Methods and Materials of Literary Study

For teaching assistants:
ENGL 606 Composition Theory and Practice

Religion requirement to be met by one of the following:
ENGL 504, 545; an upper-division or graduate-level course from RELB, RELE, RELH, or RELT

Foreign language
Each student must demonstrate reading competency in Spanish, French, German, Latin, or another language approved by the department. Competency may be demonstrated by an academic transcript indicating that courses have been taken through the intermediate level in college or by an examination administered or approved by the Department of World Languages.

Comprehensive Examination
At the end of their program, students must satisfactorily complete a comprehensive examination over English and American literature, literary terms, forms, and periods. Throughout their program, students are expected to prepare for this examination through independent study, collaborative groups, and in consultation with department faculty.

General requirements
For information about requirements and practices to which all graduate students are subject, consult the Academic Practices section of this Bulletin.

Teaching assistantship
Full-time students in the English Masters program are invited to apply for a College Writing Instructor (CWI) position. Once awarded, a CWI must take 8 units each quarter that apply toward graduate requirements in English. Courses taken toward degrees in other programs will not count toward these units. CWIs are required to take ENGL 606 and will receive a stipend and partial scholarship. CWIs may not take more than 8 units their first quarter, and are strongly discouraged from taking more than 8 units per quarter for each quarter they hold a CWI position. Approval to take more than 8 units must be sought from department faculty through the graduate English coordinator. Interested and qualified students may reapply for a second year of assistantship.

Directed study
Graduate students may take a maximum of two directed study courses. Only English graduate students may register for ENGL 599 or 699. For approval, a student should complete the Directed/Independent Study Request Form available at the Office of Admissions and Records, submitting it first to course instructor and then to the graduate advisor, who will present it to the department faculty. The form must be accompanied by a proposal explaining the need for directed study and outlining an intended study plan. The deadline for submitting the request is three weeks before the beginning of the term.

COURSES

GRADUATE COURSES OPEN TO UNDERGRADUATES AT THE 400 LEVEL

In the following courses, departmental policy requires that graduate students are held to a higher standard of intellectual inquiry, analysis, and critique than undergraduates. Additional work (papers, presentations, or exams) is required and outlined by instructors in course syllabi.

ENGL 504 Religion, Literature, and Communication (4)
A review and critique of mimetic, theological and communication theories in an attempt to understand how belief is created, expressed, and sustained.

ENGL 505 Creative Writing (4)
Advanced theoretical and practical application of writing techniques in one of the following genres: Short Story
A. Poetry
B. Playwriting
C. and Screenwriting (D).

ENGL 506 Writing for Publication (4)
Focuses on the writing processes of professional writers, writing venues, analysis of publication specifications, revision strategies, and working in a community of writers. Students are expected to produce/revise and submit a piece to a publication at the end of the course.

ENGL 507 Writing for Children (4)
Focuses on fundamental tools and techniques of writing for children and their practical application. Students will work on a number of projects developing their individual style and creativity through written assignments.

ENGL 510 Literary Genres (4)
Considers various genres of literature in English including poetry, the essay, drama, film, autobiography, the novel, short story, etc. May be repeated for new content.

ENGL 514 World Literature (4)
Study of masterpieces of classical and/or world literature in English translation. May be repeated for new content.
ENGL 515A, 515B Literature for Children (4, 4)

ENGL 516 Young Adult Literature (4)
An examination of adolescent literature, focusing on genres, cultural diversity, literary elements, and problem areas. Required for State Teacher Credential, 7-9.

ENGL 525 Major American Authors or Movements (4)
Study of a major figure or group in American literature. May be repeated for new content.

ENGL 545 Biblical Literature (4)
An introduction to the reading of the Bible from the standpoint of a literary critic, and an assessment of the importance of the influence of the Bible on Western literature.
Required for Seventh-day Adventist Secondary Teacher Credential.

ENGL 546 Major British Authors or Movements (4)
Study of a major figure, group, movement, or period in British literature. May be repeated for new content.

ENGL 557 Chaucer (4)
A study primarily of the General Prologue and selected stories in the Canterbury Tales. Not offered every year.

ENGL 558 Shakespeare (4)
An introduction to the dramatist through representative comedies, tragedies and histories. Offered alternate years.

ENGL 559 Milton (4)
An intensive study of Milton’s early poetry and drama, prose, and his three major epic works. Not offered every year.

ENGL 565 Topics in English (4)
Seminars in various current topics in English. Specific topics listed in class schedule. May be repeated with new content for additional credit.

ENGL 566 Topics in Film (4)
Seminars in various film topics. Specific topics listed in class schedule. May be repeated with new content for additional credit.

ENGL 567 Topics in Drama (4)
Seminars in various drama topics. Specific topics listed in class schedule. May be repeated with new content for additional credit.

ENGL 582 Advanced Grammar and Style (4)
Study of traditional, structural, and transformational grammars with additional emphasis on standard American usage rules and stylistic features; taught especially for prospective teachers and writers. Offered alternate years.
Prequisites: successful completion of ENGL 111, 112, and 113 or ENGL 124

ENGL 584 Language and Linguistics (4)
Major descriptions of the origins, development, and grammar of modern English, with additional emphasis on phonology, morphology, syntax, semantics and the acquisition of language. Offered alternate years.

ENGL 587A Classical Rhetoric and Criticism (4)
A consideration of the formative theories of persuasion and interpretation, dating from the Greek, Roman, and early Christian eras. Particular emphasis is given to the relevance of classical theory to contemporary rhetoric and literature. Offered alternate years.

ENGL 587B Contemporary Literary Criticism (4)
An examination of modern and postmodern literary theory, including the schools of formalism, psychoanalysis, feminism, post-structuralism and cultural criticism. Readings survey the writers, philosophers, and social commentators whose contributions shape current methodologies of interpretation. Offered alternate years.

ENGL 599 Directed Study (1-4)
Maximum 8 units

GRADUATE-ONLY COURSES

ENGL 604 Methods and Materials of Literary Study (4)
Graduate seminar required of first-year graduate students. It seeks to understand what is meant by scholarship in literary studies and what major tasks engage the attention of practicing scholars. It considers how to find information and how to document that information in professional publications.

ENGL 605 Seminar in Genre (4)
Focused study of the conventions, themes, and evolution of one of the following: poetry, novel, short story, drama, comedy, and autobiography.

ENGL 606 Composition Theory and Practice (4)
Designed as both theoretical and practical, this course emphasizes major composition theorists and their research. Students explore writing as a process in more depth through frequent writing opportunities with the aim of becoming more effective writers themselves. Finally they analyze theory, research, grammar, and writing experiences to discover principles for effective teaching.

ENGL 608 Special Topics in English Language and Linguistics (4)
Graduate seminar content varies according to the specialization and research interest of the teacher.

ENGL 615 Special Topics in Literary Criticism (4)
Explores the recent history and development of modern literary theory and criticism, with particular emphasis on contemporary modes of interpretation. Students read theory, criticism, and relevant literature. Emphasis is offered in different movements, including postcolonial literature and criticism, feminist criticism, and various cultural criticisms.
ENGL 625, 626 Seminar in a Major Literary Period  (4,4)
Advanced study of literature, culture, and context of a major period of literature in English from the medieval period to the present.

ENGL 635 Seminar in a Major Author  (4)
Advanced study of the major works of a significant author. Courses examine style, themes, genres, and other aspects of an author’s work.

ENGL 645 Seminar in Religion and Literature  (4)
Content for the seminar varies according to the specialization and research interest of the teacher.

ENGL 665 Seminar in Writing  (4)
Advanced study and practice in one of various traditions in writing. Emphases vary but include: journalism, memoir, business and technical writing.

ENGL 685 Workshop (1-4)
Varied content offered in concentrated courses (such as Shakespeare on film, C. S. Lewis in the secondary classroom, humor in American literature). May be repeated for new content.

ENGL 697 Research  (1-4)
MISSION
The mission of the School of Business is to facilitate economic decisions that embody God’s love and justice. Contributing to the fulfillment of La Sierra University’s mission, it seeks to serve its students, the University, the Seventh-day Adventist Church, and society, expressing and cultivating a commitment to global Christian service through creative, moral, and socially responsible business activity, especially by:

• Encouraging students to think critically, integratively, and independently and to become well-rounded lifelong learners in a rapidly changing social, political, religious, cultural, technological, and economic environment;
• Helping students acquire proficiency in crucial business-related skill areas including communication; quantitative and analysis; organizational evaluation; international and multicultural competence; and teamwork, leadership, and creativity;
• Fostering faculty scholarship and motivating the participation of students in scholarly activity; and
• Nurturing the dedication of its students, faculty members, and other constituents to living with integrity, justice, compassion, and Christian commitment as business leaders, policy makers, professionals, community activists, and citizens.

EXPRESSION OF THE MISSION
Responsible work in God’s world will always have two dimensions: the struggle for social justice and the enrichment of creaturely life. Liberation and development go hand in hand; and each is an integral part of the mission of the School of Business. It is committed to fostering God’s shalom—wholeness, fulfillment, and justice in community.

The School’s curricula emphasize workplace spirituality, social entrepreneurship, and ethics. The focused study of these themes as part of the business curriculum fosters intellectual development and expands students’ moral and spiritual horizons. Service-learning activities simultaneously express its commitments to excellence in the School’s areas of distinctive competence and provide students with the chance to develop appropriate habits and skills.

The School intends to foster a commitment to humane patterns of work life; proactive moral action; acknowledgment of special responsibilities to employees, local communities, and other stakeholders; socially conscious investment; recognition of the value of life outside the workplace; and creative social entrepreneurship on behalf of hurting people. The School encourages its students and other constituents to embody excellence and image God’s creativity—to create value, to foster human flourishing and offer people new opportunities for comfort, beauty, insight, enjoyment, and health.

The School recognizes the importance of business education in cultivating the development of students as whole persons. It educates students—its own majors and others—for active citizenship, assisting in their moral development, facilitating their awareness of culture, and helping them to integrate their work and the rest of their lives. It challenges them to understand work as a potential vocation, a unique responsibility they can receive as a gift from God and an opportunity for service.

Service is central to the SB curriculum. By directly assisting people in need, engaging in social entrepreneurship or community education and organizing, or conducting policy analysis, students come to understand the significance of their studies and develop greater empathy.

The SB seeks to embody in its scholarship La Sierra University’s dedication to truth and service. Working where appropriate with students, its faculty members engage actively in scholarly activity to foster shalom, enlarge human understanding, and expand their own horizons.

Paul Cone Lecture Series
The Paul Cone Lecture Series features a range of distinguished guest speakers who offer students, faculty members, and community members contemporary perspectives on business and related topics. It is named for a distinguished former La Sierra faculty member—who also served as a faculty member and administrator at the University of Southern California and National Defense University and as a budget advisor to the government of Ethiopia.

Center for Entrepreneurship
The Center for Entrepreneurship incubates developing start-up business while helping to foster a culture of entrepreneurship within the SB. It is currently incubating businesses such as Helen’s Kitchen, CandyWipes, MovieFiller.Com, and Rosaasen. It also oversees the SB’s Rent-a-Brain group.

Rent-a-Brain
The SB’s consulting group, Rent-a-Brain, provides students and faculty members alike with valuable experience and significant growth opportunities. It serves business, labor, and community organizations by providing advice regarding management, marketing, finance, ethics, and other topics.

Students in Free Enterprise
Students in Free Enterprise (SIFE) is an international organization devoted to business, business education, leadership development, and community service. Participation in La Sierra’s SIFE team, dedicated to business development and business education in the service of positive social change, has provided successive cohorts of students with exceptional opportunities to develop leadership skills, learn about their world, and serve people in need. La Sierra University is a five-time winner of SIFE’s international championship.

Placement and Internships
The School of Business attempts to help students obtain employment after graduation. Internships enable students to integrate business theory and practice, grow professionally before entering full-time employment, and acquire valuable professional contacts. Academic credit may be available for an internship. Internships are available on a regular basis with entities including:

Opportunities
Adventist Health System—North, Adventist Risk Management, KPMG, and Florida Hospital. The School’s annual Sam Croft Meet the Firms Night provides opportunities for students to network with potential employers and arrange for interviews. See the Coordinator of Student Services for internship and placement information.
CURRICULA

The School of Business offers curricula leading to
1. A Certificate in Leadership, Ethics, and Values for Business and Management and
2. The Master of Business Administration (M.B.A.) degree with majors in: accounting
   • Finance general
   • Management
   • Human resource management
   • Marketing

A student earning a major in general management may complete a concentration in business ethics or in law and policy. A student may earn an individually-designed customized M.B.A. with SB approval.

The M.B.A. program is designed to educate leaders who will simultaneously create value and make a difference. La Sierra trains students motivated by a commitment to integrity, compassion, and social justice who will use their skills in nongovernmental organizations, corporations, government agencies, church institutions, or community organizations as social entrepreneurs: people who expand economic opportunity and grow wealth in underdeveloped communities by promoting the creation of innovative enterprises that in turn make tangible, positive social change happen.

While the School equips students with business skills they can use in any morally appropriate business environment, it concentrates its educational efforts on training them to be social entrepreneurs. The M.B.A. program builds on La Sierra’s distinctive strengths: a multicultural student body, opportunities for interdepartmental and inter institutional cooperation, special resources in the areas of social entrepreneurship and ethics, and links with an international church community serious about cross cultural understanding and global service.

The 48-unit program features:
• A focused introduction to key business skill areas; opportunities for involvement in research projects that build competence and provide exposure to current trends and issues; educational strategies including integrated courses, customized learning materials, field-based learning, and various co-curricular programs; service-learning activities that simultaneously express the School’s commitments to excellence in its areas of distinctive competence and provide students with the chance to develop appropriate habits and skills;
• A distinctive emphasis on ethics, workplace spirituality, and social entrepreneurship within the framework of Christian commitment;
• A flexible structure that permits each student to select her or his own emphases—even to design customized curriculum while completing the program at her or his own pace.

Professional preparation
The M.B.A. program is designed to provide interested students with valuable preparation for examinations leading to nationally recognized professional certifications, including the Certified Public Accountant, Certified Management Accountant, Certified Financial Manager, and Professional in Human Resources designations.

Admission
M.B.A. admission policies are currently under review. Please check with the Office of Admissions and the dean of the School of Business for details.

Completion timetable
A student may proceed through the program on a full-time or part-time schedule. Normal progress through the program for a full-time student will be three courses per quarter. Normal progress for a part-time student will be one or more courses per quarter. The time allowed from admission to the graduate program to the conferring of the M.B.A. degree will not ordinarily exceed five years; the dean of the School of Business may consider applications for extensions on a case-by-case basis.

General degree requirements
To earn a La Sierra University M.B.A., a student must: complete a minimum of forty-eight units of coursework; complete or waive all required courses; earn a grade of C or better in each M.B.A. course (with the permission of the SB dean, a student may retake a course in which she earned a grade less than C); and earn a cumulative grade-point average of 3.0 in the M.B.A. program.

To earn a La Sierra University M.B.A. while following the standard program of study, a student must also complete or waive each Foundation course; complete MGMT 691 complete 16 units of Concentration courses; and complete a minimum of 48 units of Foundation (if needed), Integration, and Major (or Major and Diversification) courses.

Repetition of courses
A student may repeat an MBA program course only if her previous grade in the course was lower than a B. A course is an MBA program course if the student may use it to fulfill MBA degree requirements.

Probationary status in the MBA program
A student will enter probationary status under conditions determined by the School of Business, and, if any case, if:
A. The student completes twelve units on provisional status and earns less than a 3.00 GPA;
B. By the point at which she needs to complete only thirty-six further units to earn an MBA, the student’s cumulative GPA is 2.50;
C. By the point at which she needs to complete only twenty-four further units to earn an MBA, the student’s cumulative GPA is 2.75 or lower;
D. By the point at which she needs to complete only twelve further units to earn an MBA, the student cumulative GPA is 2.90 or lower.

A student on probationary status may not register for any MBA course for which she has not already received a grade. Until the student’s cumulative GPA reaches 3.0, she may only retake a course if it is one she may retake under the MBA program course repetition policy.

A student on probationary status will return to regular status when her cumulative GPA reaches 3.00.

S/U grades
No course in which a student elects to receive S/U credit will count toward the student’s MBA degree requirements.

A student who has completed a major in a given area but who must still complete additional units to meet the forty-eight unit minimum for the M.B.A. may take further courses in her major; fulfill requirements for a second major (which may require her to complete more than forty-eight units); or complete elective coursework outside her major.

The School of Business is also responsible for the university programs in English as a Second Language, American Experience and Language, and Teaching English to Speakers of Other Languages.
Lee Reynolds, 1979, 2001. Coordinator; Professor of Finance and Economics  
Ph.D. University of Nebraska 1979  
Financial management, investment analysis, value-based management  

Tadeusz Kugler, 2004. Assistant Professor of Economics  
Ph.D. Claremont Graduate University 2004  
Restructuring the global economy, conflict forecasting, negotiation and modeling  

George O. Ogum, 1997. Associate Professor of Finance  
D.B.A. University of Memphis 1990  
International finance, financial management, banking, emerging capital markets finance, corporate finance, financial econometrics  

Siddharth Swaminthan, 2001. Associate Professor of Economics and Quantitative Methods  
Ph.D. Claremont Graduate University 2001  
International political economy, conflict processes, development economics, econometrics, research design  

Kan Sugandh, 2007. Associate Professor of Accounting  
M.A. Rutgers University 1994  
C.P.A. 1983  
A.C.A 1977  
Financial Accounting, ethics in financial accounting, cost accounting, management accounting, management, accounting pedagogy  

John Thomas, 1989. Bashir Hasso Associate Professor of Entrepreneurship  
Ph.D. Claremont Graduate University 2001  
Behavioral finance, political economy, development studies, social entrepreneurship  

Kristine Webster, 1995, 2006. Associate Professor of Accounting and Finance  
C.P.A. 1992  
M.B.A. Loma Linda University 1991  
Financial and managerial accounting, auditing, taxation, government and nonprofit accounting, entrepreneurial finance  

Danette Zurek, 2006. Assistant Professor of Accounting  
M.B.A. Andrews University 1998  
C.P.A. 1992  
Auditing, financial accounting, managerial accounting, taxation, government and non-profit accounting  

CURRICULA OFFERED  
The Program in Accounting, Economics, and Finance offers curricula leading to the Master of Business Administration degree with majors in accounting and finance.  

ADMISSION REQUIREMENTS  
Admission to study for the M.B.A. in accounting or finance is competitive.  

MAJORS  
ACCOUNTING  
Foundation 0-24  
ACCT 507 Financial Accounting  
ACCT 508 Managerial Accounting  
ECON 525 Data, Models, and Decisions  
FNCE 504 Introductory Financial Management  
MGMT 547 Business Law  

A student admitted to the MBA program is eligible to enroll in any Foundation course. A student may waive the requirement that she complete any Foundation course with the approval of the dean. No Foundation course may be used as an MBA program elective.  

Major 16  
A minimum of 16 ACCT or FNCE units (including ACCT 541) in addition to those required as part of the Foundation curriculum selected with the approval of the coordinator of the Program in Accounting.  

Diversification 20-36  
A number of elective units (selected from any area, including the student’s major) sufficient to ensure that the student completes 48 units of regular MBA coursework.  

Integration 0-16 0-12  
MGMT 524 Communication for Managers  
MGMT 544 Business Ethics  
MGMT 545 Workplace Spirituality  
MGMT 546 Social Entrepreneurship  
MGMT 691 Management Strategy
A student may waive the requirement that she complete any Integration course with the approval of the dean.

An accounting student wishing to prepare for a professional examination leading to the Certified Public Accountant, Certified Management Accountant, or other professional accounting designation should consult the Coordinator of the Program in Accounting, Economics, and Finance.

FINANCE
Foundation 0-24
ACCT 507 Financial Accounting
ACCT 508 Managerial Accounting
ECON 525 Data, Models, and Decisions
ECON 537 Managerial Economics
FNCE 504 Introductory Financial Management
MGMT 547 Business Law

A student admitted to the MBA program is eligible to enroll in any Foundation course. A student may waive the requirement that she complete any Foundation course with the approval of the dean. No Foundation course may be used as an MBA program elective.

Major 16
FNCE 621 Corporate Financial Strategy
and an additional 12 graduate or FNCE courses selected from among those not used to fulfill foundation requirements.
A student majoring in Finance must complete or waive ACCT 541.

Diversification 20-36
A minimum of 20 units of elective courses in the School of Business-and, in any case a number sufficient to ensure that the student completes 48 units of regular MBA coursework-selected from at least three academic areas (one of which may be the student’s major).

Integration 0-12
MGMT 524 Communication for Managers
MGMT 544 Business Ethics
MGMT 545 Workplace Spirituality
MGMT 546 Social Entrepreneurship
MGMT 688 Management Simulation
MGMT 691 Management Strategy

A student may waive the requirement that she complete any Integration course with the approval of the dean.

COURSES

Waiver of any specified course prerequisite requires the approval of the SB dean’s office.

ACCOUNTING
ACCT 507 Financial Accounting (4)
Key issues in financial accounting for organizational decision-making, including a study of the accounting cycle, the major financial statements, and analysis of financial information.

ACCT 508 Managerial Accounting (4)
Key issues in managerial accounting including the study of cost concepts and generation and use of accounting data for internal decision making and control.
Prerequisite: ACCT 507

ACCT 513 Computerized Accounting (4)
The design, use, and control of accounting information systems. Applications of professional software packages to transaction analysis and the preparation of financial statements.
Prerequisite: ACCT 507 and basic familiarity with computer operation

ACCT 531 Controllership (4)
Study of accounting techniques, concepts, and procedures related to the functions and responsibilities of the controller, with consideration of management reporting systems, planning and controlling functions, resource allocation, transfer pricing, the general ledger-based system, departmental expense control, and investment planning.
Prerequisite: ACCT 507; FNCE 521

ACCT 541 Intermediate Accounting I (4)
The history and rule-making process of accounting, the major financial statements, and generally accepted accounting principles applicable to the time-value of money, cash, receivables, and inventory.
Prerequisite: ACCT 513

ACCT 542 Intermediate Accounting II (4)
Generally accepted accounting principles for reporting fixed assets, intangible assets, current and long-term liabilities and stockholder’s equity.
Prerequisite: ACCT 541

ACCT 543 Reporting Issues in Intermediate Accounting (4)
Accounting for special accounting classifications and related topics, including investments, pensions, leases, income taxes, accounting changes, statement of cash flows, full disclosure, and financial statement analysis.
Prerequisite: ACCT 542

ACCT 554 Federal Income Tax: Individuals (4)
Provisions of federal income tax laws and regulations affecting the determination of an individual taxpayer’s net taxable income, with emphasis on preparation of individual tax returns.
Prerequisite: ACCT 507.

ACCT 555 Federal Income Tax: Business Entities (4)
Provisions of federal tax laws and regulations affecting partnerships, corporations, estates, trusts and non-profit organizations; also includes discussion of tax accounting, reorganizations and tax planning.
Prerequisite: ACCT 554

ACCT 562 Cost Accounting (4)
Topics including: contemporary costing systems, joint and by-product costing, activity-based costing, and cost allocation
techniques in manufacturing and service organizations. Intended for students seeking professional accounting designations.

Prerequisite: ACCT 508

ACCT 614 Seminar in Accounting (4)
May be repeated for additional credit to a maximum of twelve units.

Prerequisite: Consent of the instructor.

ACCT 632 Tax Research (4)
Research methods in taxation and tax policy.

Prerequisite: ACCT 554

ACCT 646 Auditing Theory and Practice (4)
A study of the procedures and practices in the investigation and verification of financial data, preparation of the auditor’s report, professional ethics and legal liability of auditors.

Prerequisite: ACCT 543

ACCT 658 Government and Nonprofit Accounting (4)
A study of the theory and practice of the accounting concepts as applied to government entities, health care institutions, colleges and universities, and other nonprofit organizations.

Prerequisite: ACCT 543

ACCT 660 Advanced Accounting (4)
Advanced topics in accounting including business formations, combinations, reorganizations, and liquidations; income distribution; multinational operations and foreign currency transactions.

Prerequisite: ACCT 543

ACCT 661 Cost Determination and Analysis (4)
The analysis and use of accounting information as a tool for making management decisions, including costing, pricing, financing and investing, profitability analysis, feasibility of accepting or rejecting proposals or projects affecting the economic well-being of the company.

Prerequisite: ACCT 508

ACCT 666 Fraud Examination
The principles and methods of fraud detection and deterrence. Topics include skimming cash larceny, check tampering, register disbursement schemes, billing schemes, payroll and expense reimbursement schemes, non-cash misappropriations, corruption, accounting principles and fraud, fraudulent financial statements, and the interviewing of witnesses.

Prerequisite: ACCT 543

ACCT 668 Advanced Auditing
Issues selected from among advanced topics including internal and compliance auditing; auditor’s ethics and liability; EDP auditing, audit sampling; special report writing; audit standards for state and local governmental entities and government agencies; review and discussion of selected audit cases; international auditing; SAS 99; and compliance with the Sarbanes-Oxley Act.

Prerequisite: ACCT 646

ACCT 674 Reading Tutorial in Accounting (1-4)
May be repeated for additional credit with consent of the instructor.

Prerequisite: Consent of the instructor and the dean.

ACCT 686 CPA Examination Review
Integrated overview of accounting and related topics in preparation for the examination leading to the Certified Public Accountant designation.

Prerequisite: ACCT 646

ACCT 694 Advanced Issues in Accounting (4)
Subject matter varies with student and instructor preference. May be repeated for additional credit with consent of the instructor.

Prerequisite: Consent of the instructor.

ACCT 695 Topics in Accounting (1-4)
In-depth exploration of selected issues in accounting. Subject matter varies with student and instructor preference. May be repeated for additional credit with consent of the instructor.

Prerequisite: Consent of the instructor.

ACCT 696 Practicum in Accounting (1-4)

Prerequisite: Consent of the instructor and the dean.

ACCT 697 Cases in Accounting (4)
Case-based exploration of selected issues in accounting. Subject matter varies with student and instructor preference. May be repeated for additional credit with consent of the instructor.

Prerequisite: Consent of the instructor.

ACCT 698 Advanced Cases in Accounting (4)
Advanced case-based exploration of selected issues in accounting. Subject matter varies with student and instructor preference. May be repeated for additional credit with consent of the instructor.

Prerequisite: Consent of the instructor.

ACCT 699 Directed Study (1-4)
Independent study under the direction of a supervisor on a topic selected by the faculty member and the student, with regular and periodic conferences with the instructor.

Prerequisite: Consent of the instructor and the dean.

ECONOMICS

ECON 525 Data, Models, and Decisions (4)
The use of appropriate quantitative tools to inform management decisions. Not open to any student who has earned a grade of B or better in MGMT 341 and MGMT 444 (or equivalent courses).

ECON 537 Managerial Economics (4)
This course is designed to develop the conceptual basis for managerial decision making in an environment of risk and uncertainty. It applies economic theory and the tools of analysis of decision science to examine how an organization can achieve its aims or objectives most efficiently. Demand and cost schedules are estimated using concepts from statistics and accounting, and dynamics are analyzed in different market structures. Not open to any student who has earned a B or better in ECON 254 and ECON 255 or equivalent courses.
ECON 557 Globalization and International Business (4)
Introduction to international business theory and practice: theory of trade and integration, international economic institutions and their context, comparative economic systems, application of economic principles to the functional areas of business on the global level. Not open to any student who has earned a B or better in ECON 357 or an equivalent course.

ECON 564 Principles of Entrepreneurship (4)
Concepts, methods, and procedures of initiating new ventures. Acquisition, location, legal consideration and application of the management process as it relates to the operation of a small business. Not open to a student who has earned a B or better in ECON 364 or the equivalent.
Prerequisite: MGMT 534, MKTG 538, FNCE 521

ECON 566 Economic Development in Emerging Markets (4)
An examination of key factors driving economic growth in nations. The focus is on the roles of population growth, physical and human capital accumulation, international trade, technology, and political stability in economic development. Compares the developmental histories of advanced industrial economies and developing economies with emphasis on emerging markets. May be repeated with different content with the consent of the instructor. Not open without the consent of the instructor to any student who has earned a B or better in ECON 366 or an equivalent course.

ECON 587 Introductory Econometrics (4)
A presentation of the principal concepts, techniques, and applications of econometrics using OLS and MLE estimators. Emphasis on developing a critical understanding of the appropriateness and limitations of a variety of political economy models. Coverage may include systems of simultaneous equations, discrete-choice models, time series analysis, panel data, and nonlinear functional forms.
Prerequisite: 4 units of undergraduate statistics or the equivalent.

ECON 592 Essentials of Game Theory (4)
Introduction to the formal study of interdependent decision-making. Topics include normal and extensive form games, strategic games, dominance strategies, the concept of the Nash equilibrium and various refinements of this concept, subgame perfect equilibrium, games of incomplete information, learning in games, repeated and sequential games, reputation and credibility, and cooperative and coalitional games. Applications in economics, political science, and business are emphasized.

ECON 614 Seminar in Economics (4)
May be repeated for additional credit to a maximum of twelve units.
Prerequisite: Consent of the instructor.

ECON 674 Reading Tutorial in Economics (1-4)
May be repeated for additional credit with consent of the instructor.
Prerequisite: Consent of the instructor and the dean.

ECON 695 Topics in Economics (1-4)
Advanced issues in economics. Subject matter varies with student and instructor preference. May be repeated for additional credit with consent of the instructor.
Prerequisite: Consent of the instructor.

ECON 696 Practicum in Economics (1-4)
Prerequisite: Consent of the instructor and the dean.

ECON 699 Directed Study (1-4)
Independent study under the direction of a supervisor on a topic selected by the faculty member and the student, with regular and periodic conferences with the instructor.
Prerequisite: Consent of the instructor and the dean.

FINANCE

FNCE 504 Introductory Financial Management (4)
Time value of money, valuation, risk and rates of return, financial analysis, financial forecasting, working capital management, capital budgeting, cost of capital, and long term financing. Not open to any student who has earned a B or better in FNCE 354 or an equivalent course.
Prerequisites: ACCT 507 and ACCT 508 or consent of the instructor.

FNCE 521 Financial Management (4)
Understanding and analyzing financial information for decision making. The financial environment; financial statement analysis; operating, cash and capital budgeting; working capital management; interest mathematics; cost of capital.
Prerequisite: ACCT 507 and ACCT 508 or consent of the instructor.

FNCE 535 Financial Planning (4)
The analysis of financial concepts and methods and their application to the planning and management of individual finances, with a focus on topics including investing, trusts, estates, retirement, and risk management.
Prerequisite: FNCE 521.

FNCE 584 Real Estate Principles (4)
The nature and description of real estate; estates in real property and forms of ownership; acquisition and transfer of title, encumbrances, finance, appraisal, escrows and title insurance, landlord-tenant relationships, taxation, careers. Not open to any student who has earned a B or better in FNCE 384 or an equivalent course.
Prerequisite: FNCE 521

FNCE 614 Seminar in Finance (4)
May be repeated for additional credit to a maximum of twelve units.
Prerequisite: FNCE 521 and consent of the instructor.
FNCE 621 Corporate Financial Strategy (4)
Advanced topics of financial analysis, modeling and management. Capital structure; risk/return analysis; financial forecasting; mergers and acquisitions, international transactions. Case studies will be the primary vehicle for developing competencies.
Prerequisite: FNCE 521

FNCE 663 Financial Markets (4)
A study of financial instruments, institutions and forces operating in domestic and international markets. Legal and regulatory environment; monetary and fiscal policy; market forces determining asset pricing and interest rates.
Prerequisite: FNCE 521

FNCE 665 Fundamentals of Health Care Finance (4)
Reimbursement concepts and procedures including public and private third-party payers; health care budgeting, financial planning techniques, and cost analysis and control.
Prerequisite: FNCE 521.

FNCE 668 Investments and Portfolio Management (4)
Investment vehicles including debt and equity securities, derivatives, and tangible assets. Fundamental and technical analysis; security valuation, risk/return analysis; portfolio structure.
Prerequisite: FNCE 521

FNCE 674 Reading Tutorial in Finance (1-4)
May be repeated for additional credit with consent of the instructor.
Prerequisite: FNCE 521, consent of instructor, and consent of the dean.

FNCE 677 Risk Management and Insurance Analysis (4)
Analysis of insurance products and underwriting. Provides as theoretical framework for an understanding of risk management methods and procedures and explores their application to corporate financial management. Not open to any student who has earned a B or better in FNCE 474 or an equivalent course.
Prerequisite: FNCE 521.

FNCE 687 International Finance (4)
The international financial environment. Managerial perspectives on export/import financing techniques, the identification and management of exchange risks, and issues arising in the financing of foreign affiliates. Not open to any student who has earned a B or better in FNCE 487 or an equivalent course.
Prerequisite: FNCE 521.

FNCE 695 Topics in Finance (1-4)
Advanced issues in finance. Subject matter varies with student and instructor preference. May be repeated for additional credit with consent of the instructor.
Prerequisite: FNCE 521.

FNCE 696 Practicum in Finance (1-4)
Prerequisite: Consent of the instructor and the dean.

FNCE 699 Directed Study (1-4)
Independent study under the direction of a supervisor on a topic selected by the faculty member and the student, with regular and periodic conferences with the instructor.
Prerequisite: FNCE 521, consent of the instructor, and consent of the dean.
customized major

Gary Chartier, 2001. Coordinator; Associate Professor of Law and Business Ethics  
J.D. University of California at Los Angeles 2001  
Ph.D. University of Cambridge 1991  
Theology, philosophy, ethics, political theory, public policy, law and legal theory

C U R R I C U L A  O F F E R E D

The Program in Customized Majors oversees the customized M.B.A. program.

C U S T O M I Z E D  C U R R I C U L U M

The customized M.B.A. program is currently under development, and policies are subject to change. Consult the dean of the School of Business for more information.

1. A person with clearly defined academic objectives not readily achievable through an existing School of Business M.B.A. program may receive a master of business administration degree from the School of Business after the completion of a special curriculum approved by the School of Business dean’s office.

2. A customized M.B.A. program is designed to meet needs not fully met by existing curricula. Its curriculum must not simply duplicate that of an existing university degree program. It should, however, compare favorably in coherence, scope, and rigor with the School’s other M.B.A. curricula. It should offer scholarly rigor and foster the development of research skills.

3. A person desiring to propose a customized M.B.A. program should ordinarily do so during or before her or his first quarter as an M.B.A. student, though the dean’s office may approve subsequent initiation dates under appropriate circumstances.

4. A customized M.B.A. proposal submitted to the School of Business dean’s office should include the following:
A. A list of the courses to be included in the program, including any cognates, a thesis if appropriate, and (if necessary) alternate courses to be completed if proposed courses are not available, and an indication of the sequence in which requirements will be completed; b. a description of the program’s intended academic focus and the goals it is intended to serve; c. a rationale for the details of the program; B. A title for the program, which will appear on the student’s diploma and transcript if the program is approved; e. documents or other materials supportive of the proposal;
5. A customized M.B.A. program meeting the requirements contained in this policy may be designed and approved simultaneously for a cohort of students with special needs. At her or his discretion, when a customized program is under consideration for a cohort of students, the dean may permit the program proposal to follow as form different from the one outlined in the preceding paragraph.

6. The proposed curriculum must include at least twenty-four units of business courses, with the nature and precise number of these courses to be specified in the student’s proposal and approved in accordance with this policy. It may also include courses in other areas. A customized curriculum might entail work in the School of Business and any other program, including the School of Education (e.g., educational leadership), the School of Religion (e.g., urban development, business ethics), the Department of Mathematics and Computer Science (e.g., management information systems), the Department of English and Communication (e.g., public relations), the Department of World Languages (e.g., intercultural marketing), the Department of Music (e.g., music management), the Department of Health, and Exercise Science (e.g., sports management), or the Program in Philosophical Studies (e.g., business ethics).

7. No undergraduate course offered by the School of Business will fulfill any requirement for a customized M.B.A. When a student’s customized M.B.A. program draws on courses from a program outside the School of Business and this program does not offer some or all of the graduate courses the student needs, the student may use a limited number of 400-level units to fulfill requirements for her or his customized M.B.A. curriculum. Four 400-level units will be treated as equivalent to three graduate-level units; up to twenty converted graduate-level units may be used to fulfill requirements for a customized M.B.A.

8. The School of Business dean’s office must approve the title of the proposed major program, which will appear on the student’s transcript and diploma. Subsequent changes in the program title must also be approved by the SB dean’s office. The dean’s office is responsible for certifying the academic quality of any customized M.B.A. program it approves. Thus, it may require revisions in a proposal, or reject it entirely.

9. While the University will attempt to ensure that a person whose customized M.B.A. program has been approved will be able to complete the program on schedule, the approval of a customized M.B.A. program constitutes only a commitment on the university’s part to make the best effort possible to ensure the program’s completion, not a guarantee that the courses included in the proposal or others to be substituted for them will be available at the times required for the degree to be completed as planned.

10. The dean will notify the Office of Admissions and Records once a customized M.B.A. program has been approved.
The program in Management and Marketing offers curricula leading to the Bachelor of Arts in management, the Bachelor of Arts in management with a concentration in human resource management, the Bachelor of Science in business and society, and the Bachelor of Science in marketing.
CURRICULA OFFERED

The Program in Management and Marketing offers curricula leading to the M.B.A. with majors in general management, general management with a concentration in business ethics, general management with a concentration in law and policy, human resource management, and marketing.

ADMISSION REQUIREMENTS

Admission to study for master’s degree programs in management and marketing is competitive.

MAJORS

GENERAL MANAGEMENT

Foundation 0-24
ACCT 507    Financial Accounting
ACCT 508    Managerial Accounting
ECON 525    Data, Models, and Decisions
ECON 537    Managerial Economics
FNCE 504    Introductory Financial Management
MGMT 547    Principles of Business Law

A student admitted to the MBA program is eligible to enroll in any Foundation course. A student may waive the requirement that she complete any Foundation course with the approval of the dean. No Foundation course may be used as an MBA program elective.

Diversification 36-48
A minimum of 36 units of elective courses in School of Business--and, in any case, a number sufficient to ensure that the student completes 48 units of regular MBA coursework--selected from at least three academic areas.

Integration 0-12
MGMT 524    Communication for Managers
MGMT 544    Business Ethics
MGMT 545    Workplace Spirituality
MGMT 546    Social Entrepreneurship
MGMT 691    Management Strategy

A student may waive the requirement that she complete any Integration course with the approval of the dean.

GENERAL MANAGEMENT-BUSINESS ETHICS

Foundation 0-24
ACCT 507    Financial Accounting
ACCT 508    Managerial Accounting
ECON 525    Data, Models, and Decisions
ECON 537    Managerial Economics
FNCE 504    Introductory Financial Management
MGMT 547    Principles of Business Law

A student admitted to the MBA program is eligible to enroll in any Foundation course. A student may waive the requirement that she complete any Foundation course with the approval of the dean. No Foundation course may be used as an MBA program elective.

MAJOR 16
MGMT 654
Public Policy and Employee and Labor Relations and 12 units selected from among the following:
EDAD 688    Moral Leadership
RELE 504    Christianity and Culture
RELE 548    Christian Social Ethics
RELE 477    Theological Ethics
RELE 588    Types of Ethical Theory
RELE 614    Seminar in Church and Society
RELE 624    Seminar in Christian Ethics
RELE 695    Topics in Christian Ethics

Other courses may be used to fulfill the concentration requirement with the approval of the coordinator of the Program in Management and Marketing.

Diversification 20-36
A minimum of 20 units of elective courses in the School of Business--and, in any case, a number sufficient to ensure that the student completes 48 units of regular MBA coursework--selected from at least three academic areas (one of which may be the student’s major).

Integration 0-12
MGMT 524    Communication for Managers
MGMT 544    Business Ethics
MGMT 545    Workplace Spirituality
MGMT 546    Social Entrepreneurship
MGMT 691    Management Strategy

A student may waive the requirement that she complete any Integration course with the approval of the dean.

GENERAL MANAGEMENT-LAW AND POLICY

Foundation 0-24
ACCT 507    Financial Accounting
ACCT 508    Managerial Accounting
ECON 525    Data, Models, and Decisions
ECON 537    Managerial Economics
FNCE 504    Introductory Financial Management
MGMT 547    Principles of Business Law

A student admitted to the MBA program is eligible to enroll in any Foundation course. A student may waive the requirement that she complete any Foundation course with the approval of the dean. No Foundation course may be used as an MBA program elective.

MAJOR 16
MGMT 654
Public Policy and Employee and Labor Relations and 12 units selected from among the following:
ACCT 554    Federal Income Tax: Individuals
ACCT 555    Federal Income Tax: Corporations
EDAD 645  Legal Aspects of Private Education
MGMT 549  Advanced Business Law for Accounting Practice
MGMT 644  Employment Law
MGMT 666  Legal Issues in Health Care

Other courses may be used to fulfill the business ethics major requirement with the approval of the coordinator of the Program in Management and Marketing.

**Diversification 20-36**
A minimum of 20 units of elective courses in the School of Business—and, in any case, a number sufficient to ensure that the student completes 48 units of regular MBA coursework—selected from at least three academic areas (one of which may be the student’s major).

**Integration 0-12**
MGMT 524  Communication for Managers
MGMT 544  Business Ethics
MGMT 545  Workplace Spirituality
MGMT 546  Social Entrepreneurship
MGMT 688  Management Simulation
MGMT 691  Management Strategy

A student may waive the requirement that she complete any Integration course with the approval of the dean.

**HUMAN RESOURCE MANAGEMENT**
**Foundation 0-24**
ACCT 507  Financial Accounting
ACCT 508  Managerial Accounting
ECON 525  Data, Models, and Decisions
ECON 537  Managerial Economics
FNCE 504  Introductory Financial Management
MGMT 547  Principles of Business Law

A student admitted to the MBA program is eligible to enroll in any Foundation course. A student may waive the requirement that she complete any Foundation course with the approval of the dean. No Foundation course may be used as an MBA program elective.

**MAJOR 16**
16 units selected from the following courses:

MGMT 534  Human Resource Management
MGMT 578  Organizational Behavior
MGMT 587  Leadership, Creativity, and Organizational Dynamics
MGMT 613  Motivation and Productivity
MGMT 634  Compensation Management
MGMT 644  Employment Law
MGMT 647  Human Resource Development
MGMT 654  Public Policy and Employee and Labor Relations
MGMT 657  Women in Management
MGMT 675  Leadership and Organizational Effectiveness
MGMT 696  Practicum in Management

**MARKETING**
**Foundation 0-24**
ACCT 507  Financial Accounting
ACCT 508  Managerial Accounting
ECON 525  Data, Models, and Decisions
ECON 537  Managerial Economics
FNCE 504  Introductory Financial Management
MGMT 547  Principles of Business Law

A student admitted to the MBA program is eligible to enroll in any Foundation course. A student may waive the requirement that she complete any Foundation course with the approval of the dean. No Foundation course may be used as an MBA program elective.

**Major 16**
MKTG 538  Marketing Management
MKTG 631  Marketing, Planning, and Strategy
and an additional 8 graduate MKTG units.

**Diversification 20-36**
A minimum of 20 units of elective courses in the School of Business—and, in any case, a number sufficient to ensure that the student completes 48 units of regular MBA coursework—selected from at least three academic areas (one of which may be the student’s major).
Integration 0-12
MGMT 524 Communication for Managers
MGMT 544 Business Ethics
MGMT 545 Workplace Spirituality
MGMT 546 Social Entrepreneurship
MGMT 691 Management Strategy

A student may waive the requirement that she complete any Integration course with the approval of the SB dean.

COURSES
Waiver of any specified course prerequisite requires the approval of the SB dean.

MANAGEMENT
MGMT 514 Philosophy of Work (4)
Explores a range of philosophical issues related to the meaning and organization of work.

MGMT 524 Communication for Managers (2)
Essentials of written and oral communication for organizational leaders. Focuses simultaneously on skills and on organizational processes and strategies.
Not open to any student who has earned a grade of B or better in MGMT 375 (or an equivalent course).

MGMT 527 Information Technology Management
Strategies for the effective use of technology in organizational management. Focuses on understanding the importance of information technology for diverse applications within an organization. Topics will include hardware, software, data resources, telecommunications, and networks.

MGMT 534 Human Resource Management (4)
Essentials of managing centralized and decentralized human resource functions. The course covers regulations that govern human resource management and the interactions involved in human resource functional areas: planning, recruitment, selection, and employment; training and development; compensation and benefits; safety and health; and employee and labor relations.

MGMT 544 Business Ethics (2)
Moral foundations of business practice, with a focus on both theological and philosophical resources.
Not open to any student who has earned a grade of B or better in UNST 404C (or an equivalent course).

MGMT 545 Workplace Spirituality (2)
An in-depth exploration of the links between worklife and the spiritual life. Focuses on themes including prayer, discernment, guidance, forgiveness, community, and Sabbath.

MGMT 546 Social Entrepreneurship (2)
Prepares students to build on a theoretical foundation in social entrepreneurship by planning a field project involving the use of business skills and business creativity to foster positive social change. Not open to any student who has earned a grade of B or better in MGMT 367 (or an equivalent course).

MGMT 547 Principles of Business Law
The social and political environment of business, with a particular focus on the role of law and regulation on the shape of business activity. Includes both descriptive and critical aspects. Addresses appropriate topics selected from among issues including the following: government regulation and public policy; real and personal property; contracts; business organizations; labor and employment law; agency; sales and the Uniform Commercial Code; business-related torts and crimes; constitutional issues in business law; wills, trust, and estates; commercial paper; secured transactions; debtors’ and creditors’ rights; bankruptcy. Not open to any student who has earned a grade of B or better in MGMT 381 and MGMT 382 (or equivalent courses).

MGMT 549 Advanced Business Law for Accounting Practice (4)
In-depth exploration of issues in business law specifically relevant to the responsibilities of the professional accountant.

MGMT 555 Crisis Management (2-4)
Examines contemporary theory and practice related to the prevention and management of crises. Conceptual frameworks for analyzing the character, impact, and consequences of crises will be applied to private- and public-sector case studies. Multidisciplinary in character.

MGMT 578 Organizational Behavior (4)
The relationship of the individual and the organization: leadership, motivation, group dynamics, decision making, interpersonal relations, and change. Designing and implementing the organizational structure: corporate divisions, departments, and support groups. Organizing work: positions, specifications, performance standards and review, reward systems, program process and project management. Cases and readings in a lecture/discussion format.

MGMT 584 Operations Management (4)
A study of concepts of decision models for planning, control forecasting, scheduling and analysis within an enterprise.

MGMT 587 Leadership, Creativity, and Organizational Dynamics
Leadership is more crucial in times of uncertainty than in times of stability. Successful business leaders lead through crises and the challenges of change while fostering environments of innovation and learning. This course focuses on the principal competency businesses seek to develop in their managers and executives. It will examine the behavior of leaders in complex organizations and the contribution of leadership to organizational effectiveness. Students will receive a solid foundation in current organizational leadership theory and models, application, and best practice in a variety of business settings. The course is organized around cases and readings.

MGMT 588 eLab (4)
Virtual research environment focused on value creation and competitive advantage in the digital economy. May be repeated for additional credit with consent of the instructor.

Prerequisite: Consent of the instructor.
### MGMT 613 Motivation and Productivity (4)
Advanced topics related to the measurement of employee motivation, performance, job satisfaction and productivity. Specialized areas include goal setting, motivation, theory, reward system, and implementation strategy.

**Prerequisite:** MGMT 534.

### MGMT 614 Seminar in Management (4)
May be repeated for additional credit to a maximum of twelve units.

**Prerequisite:** Consent of the instructor.

### MGMT 624 Global Poverty (4)
An examination of the causes of the global wealth gap and an assessment of alternative policy responses to this gap, with particular attention to the effects of aid programs and of globalization on poverty reduction. Integrates perspectives from economics, politics, law, philosophy, and religion. Not open to students with credit in MGMT 424 or MGMT 495G. Not open to a student who has earned a grade of B or better in MGMT 424 or the equivalent.

**Prerequisite:** ECON 537 or consent of the instructor.

### MGMT 634 Compensation Management (4)
The major methods used in determining effective wage and salary systems, including factor, point, ranking and classification systems; performance appraisal and objective measuring methods; examination of health and welfare programs and retirement related benefits; legal requirements affecting today's manager; techniques of integrating governmental regulation with corporate objectives for financial and non-financial rewards.

**Prerequisite:** MGMT 534.

### MGMT 636 Health Care Management (4)
Economic, political, social, and technological issues in the health care delivery system; the interaction of health care organizations and the problems of access and delivery of health services. Not open to a student who has earned a grade of B or better in MGMT 436 or the equivalent.

### MGMT 638 Management and Literature (4)
Explores the insights into human behavior, organizational processes, the nature of leadership, moral and spiritual challenges, and other business-related issues offered by literary texts.

### MGMT 639 Management and Film (4)
Explores the insights into human behavior, organizational processes, the nature of leadership, moral and spiritual challenges, and other business-related issues offered by films.

### MGMT 644 Employment Law (4)
a legal analysis of the process of recruitment, hiring, promotion and training, retention and termination of employees with particular reference to the legal rights of both employers and employees and the extent of legal liabilities organizations encounter in the implementation of the human resource management process.

**Prerequisite:** MGMT 534, MGMT 547.

### MGMT 647 Human Resource Development (4)
This course links training and development to organizational goals, objectives, and strategies. Learning activities center around organizational needs analysis, program development, and evaluation of training and development effectiveness.

**Prerequisite:** MGMT 534

### MGMT 654 Public Policy and Employee and Labor Relations (4)
Designed to equip developing business leaders to explore a range of labor-related topics in law and public policy, including trade unions and their relationships with businesses, industrial policy, and workplace governance. Seminar format.

### MGMT 655 Negotiation (2-4)
This course uses short lectures, case discussions, role-playing simulations, multi-party negotiations, and face-to-face exercises to teach students how to think strategically, bargain successfully, and gain the commitment and cooperation of others. Participants will not only develop the principles and tools needed to analyze negotiation situations effectively, but will also build interpersonal skills needed to influence and persuade others.

### MGMT 657 Women in Management (4)
Leadership and management styles as they affect women and the organization. Examines stereotypes in business and strategies for bringing women into management; considers legal, social and interpersonal factors. Course provides interactive skills for both men and women in management. Not open to a student who has earned a grade of B or better in MGMT 464 or the equivalent.

### MGMT 658 Managing for Sustainable Development (4)
An application-oriented course that challenges students to integrate skills and insights from the business disciplines and from the study of the social and behavior sciences, politics, and religion to foster effective development practice.

### MGMT 666 Legal Issues in Health Care (4)
Common law principles, government regulations, and public policy issues as they pertain to health care services. Not open to a student who has earned a grade of B or better in MGMT 467 or the equivalent.

### MGMT 667 Reading Tutorial in Management (1-4)
May be repeated for additional credit with consent of the instructor.

**Prerequisite:** Consent of the instructor and the dean.

### MGMT 675 Leadership and Organizational Effectiveness (4)
Focuses on leadership as an interpersonal process of social influence and examines how effective leaders influence the attainment of group and organizational goals. Topics include classic and contemporary views of leadership and the application of various theories to leadership in business and politics. Also explores the influence of cultural and gender differences on the leadership process. Seminar and skill development format.

Not open to a student who has earned a grade of B or better in MGMT 475 or the equivalent.
MGMT 686 International Environment and Management (4)
The international environment of business; its cultural, economic, legal, and political aspects; markets and business customs; dealing with foreign governments; protecting investments. Not open to a student who has earned a grade of B or better in MKTG 486 or the equivalent.

MGMT 691 Management Strategy (4)
Design and application of strategic, operating, and contingency plans using a systems approach. Content may vary by major. Prerequisite: Completion or waiver of ACCT 507, ACCT 508, ECON 525, ECON 537, FNCE 521, MKTG 524, MKTG 544, and MKTG 547.

MGMT 695 Topics in Management (1–4)
Advanced issues in management. Subject matter varies with student and instructor preference. May be repeated for additional credit with consent of the instructor. Prerequisite: Consent of instructor.

MGMT 696 Practicum in Management (1–4)
Prerequisite: Consent of the instructor and the dean.

MGMT 697 Practicum in Human Resource Management (1–4)
Prerequisite: MKTG 534; consent of the instructor and the dean.

MGMT 699 Directed Study (1–4)
Independent study under the direction of a supervisor on a topic selected by the faculty member and the student, with regular and periodic conferences with the instructor. Prerequisite: Consent of the instructor and the dean.

Marketing

MKTG 538 Marketing Management (4)
The marketing management process. Focuses on decision-making and problem-solving within the marketing strategy framework: target market, segmentation, positioning, product development and policy, pricing, channels of distribution, and promotion. Emphasizes the development of a coherent marketing program for profit and nonprofit organizations. Not open to a student who has earned a grade of B or better in MKTG 358 or the equivalent.

MKTG 565 Marketing Research (4)
Highlights the importance of marketing information and information technology in management decision making. Includes the marketing research process—methods and applications, techniques of data collection, analysis, and interpretation, with emphasis on consumer surveys and test marketing. Not open to a student who has earned a grade of B or better in MKTG 365 or the equivalent. Prerequisite: ECON 525; MKTG 538.

MKTG 586 Advertising (4)
The role and use of advertising and other promotional techniques within the marketing function. Development of an advertising plan including media selection, creative strategy and advertising appeal, and budgeting. Legal, ethical, and international aspects of advertising are highlighted.

MKTG 606 Sales Management (4)
Management of the sales territories, personnel, and activities. Includes territory management, the personal selling process, managing the sales force (sales force strategy and structure; recruiting, selecting, training, motivating and supervising salespeople). Not open to a student who has earned a grade of B or better in MKTG 426 or the equivalent. Prerequisite: MKTG 538.

MKTG 614 Seminar in Marketing (4)
May be repeated for additional credit to a maximum of twelve units. Prerequisite: Consent of the instructor.

MKTG 626 Retailing Management (4)
Overview of the different retail organizations and retail activities. Organization and management of retail institutions. Emphasis on retail store operations—location, layout, planning, managing human resources, pricing, and customer services. Design of retail and merchandising strategies. Not open to a student who has earned a grade of B or better in MKTG 436 or the equivalent. Prerequisite: MKTG 538.

MKTG 644 Consumer Behavior Analysis (4)
The consumer decision-making process. Influences on the purchasing behavior of consumers. Attitude formation and change. Behavioral models utilized to understand consumers’ buying behavior, and its importance in the application of the marketing concept.

MKTG 656 New Product Development (4)
The new product development process from idea generation to commercialization. Examines how start-up companies and the product development departments of major organizations develop new products. Analytical techniques used in ideation, product concept development and evaluation, concept testing, product testing, and product launching.

MKTG 674 Reading Tutorial in Marketing (1–4)
May be repeated for additional credit with consent of the instructor. Prerequisite: Consent of the instructor and the dean.

MKTG 676 Advertising Management (4)
Decision making for the advertising program: setting objectives and budgets, developing advertising strategies, creating integrated campaigns, and measuring results.
MKTG 687 International Marketing (4)
Methods utilized for developing marketing strategies in the global market. Cultural, political, legal, economic, and distribution differences within foreign markets. Not open to a student who has earned a grade of B or better in MKTG 487 or the equivalent.
Prerequisite: MKTG 538.

MKTG 695 Topics in Marketing (1-4)
Advanced issues in marketing. Subject matter varies with student and instructor preference. May be repeated for additional credit with consent of the instructor.
Prerequisite: Consent of the instructor.

MKTG 696 Practicum in Marketing (1–4)
Prerequisite: Consent of the instructor and the dean.

MKTG 699 Directed Study (1–4)
Independent study under the direction of a supervisor on a topic selected by the faculty member and the student, with regular and periodic conferences with the instructor.
Prerequisite: Consent of the instructor and the dean.
Within the context of the La Sierra University mission statement, the School of Education’s mission is to prepare individuals for exemplary service in the various fields of education to the end that their students may realize their fullest potential in service to God and humanity. Its goals are:

- To assist pre-service and in-service educational personnel in building a sound philosophy of education that reflects Christian values and ethical principles.
- To enable the student to implement basic principles of education which reflect sound theories and practices.
- To motivate investigative curiosity and a desire to participate in the advancement of knowledge.
- To help develop skill in educational research.

The following credential programs are approved by the California Commission on Teacher Credentialing:

Teaching credentials
- Multiple Subject
- Single Subject

Services credentials
- Administrative Services: preliminary and professional
- Pupil Personnel Services: school psychology and school counseling

The following credential programs are approved by the North American Division of Seventh-day Adventists Department of Education:

Teaching credentials
- Elementary
- Secondary

Services credentials
- Administrator Endorsements: principal, supervisor of instruction, superintendent of schools
- Guidance and Counseling

Curricula are offered for the degrees: Master of Arts in Teaching, Master of Arts, Master of Arts in Special Education, Specialist in Education, and Doctor of Education. Postbaccalaureate (or “fifth-year”) credential programs and a certificate program are also available. The credential programs are structured to fulfill requirements for teaching and service credentials prescribed by the North American Division of Seventh-day Adventists Department of Education and/or the California Commission on Teacher Credentialing.
fear or shyness, unrealistically high or low expectations of students, failure to respond to suggestions, tendency to gossip about students or other professionals, inaccurate record keeping, inappropriate expressions of anger, inappropriately confrontational behavior, lack of initiative, ineffective classroom control, poor communication with other professionals, poor grooming or slovenliness, poor use of time, tardiness, inappropriately casual behavior with students, workaholic tendencies, breach of confidentiality, and/or dishonesty.

SCHOOL OF EDUCATION
GRADUATE DEGREE PROGRAMS

Master of Arts in Teaching
• Curriculum and Instruction

Master of Arts
• Administration and Leadership
• Curriculum and Instruction
• Counseling
• Special Education (Mild/Moderate Disabilities)
• Teaching

Specialist in Education
• Administration and Leadership
• Curriculum and Instruction
• Educational Psychology
• School Psychology

DOCTOR OF EDUCATION
It is the responsibility of the student, in consultation with an advisor within the department, to ensure that all requirements are fulfilled in their proper sequence and within specified time limits. No course in the School of Education with a failing grade may be repeated more than one time.

MASTER OF ARTS IN TEACHING

The Master of Arts in Teaching (MAT) degree is similar to the fifth year program and can be taken in place of the fifth year studies required by the State. The MAT is for persons who have a bachelor’s degree and wish to obtain the State of California Preliminary Credential and/or the North American Division Seventh-day Adventist Professional Teaching Certificate.

Those who have earned credentials as undergraduates are not candidates for the MAT. Instead, they should consider a Master of Arts (MA) degree.

The Master of Arts in Teaching (MAT) is a terminal degree in the sense that additional degrees cannot be built on it. A student who wants the more academic degree of a Master of Arts in Curriculum and Instruction is required to meet the requirements for that degree beyond the Master of Arts in Teaching.

Note: In contrast to the MAT, the Master of Arts (MA) in Curriculum and Instruction requires: a minimum of an additional 30 units of academic study, a GPA of 3.0, passing the entry level test of writing abilities, passing the GRE, the completion of a thesis or project, a comprehensive examination, the required core for the School of Education, and coursework to meet the requirements of the Curriculum and Instruction Department.

PREREQUISITES AND ADMISSION
Applicants for the MAT degree must hold a bachelor’s degree or its academic equivalent from an accredited institution and must meet the entrance requirements of the university for a credential program. These requirements include a minimum GPA of 2.75. If the student does not have the required undergraduate State of California approved program, s/he must pass the CSET prior to entry into the program even if the GPA is over 2.75.

Entry requirements also include a passing score on CBEST, a negative TB test, a health examination (for full-time students), cardiac-pulmonary-resuscitation (CPR) training, study of the American Constitution, and completion of preprofessional coursework. Some students may be required to take preprofessional courses in addition to the required 48 units in order to meet the requirements of the State of California or the North American Division. These courses may be taken in conjunction with the MAT but are above those units required for the degree.

Acceptance into the MAT program is contingent on content area skills and knowledge. This must be demonstrated through the completion of an approved bachelor’s degree and passing CSET.

Prerequisite courses required of all students in a credential program:
PLSC 274 The Construction of American Political Life (or exam) (4)
HLED 214 Dimensions of Health (4)
EDCI 204 Teaching in the Multicultural Classroom (3)
EDFO 305 Psychological Foundations of Education (4)

PROGRAM REQUIREMENTS
The student must request and work with an advisor in the Curriculum and Instruction Department from the beginning of the program. This advisor will help the student plan the program to meet the goals of the student and the requirements for credentials and certification.

Required:
Core requirements
Courses listed below include statutory requirements of the State of California preliminary credential.
EDCI 512 Integration of Faith and Learning (3)
EDCI 516 Computers in the Classroom (3)
EDCI 519 Principles and Practices of Discipline (3)
EDCI 564 Special Education in the Regular Classroom (3)

Total Units in the Core 18

Professional Courses
ELEMENTARY
EDCI 520 Reading K–8 (5)
EDCI 521 Mathematics K–8 (4)
EDCI 522  Language and Literacy  (3)  
EDCI 523  Culture, Society, Religion and Ethics  (4)  
EDCI 527  Science and Health K-8  (2)  
EDCI 524  Fieldwork (Student Teaching)  (1-15)  

Total units in Elementary Professional Education  36  

SECONDARY  
EDCI 522  Language and Literacy  (3)  
EDCI 523  Culture, Society, Religion and Ethics  (4)  
EDCI 518  Reading in the Content Area  (5)  
EDCI 529  Secondary Teaching in the Multicultural Classroom  (2)  
EDCI 530  Secondary Theory and Practice  (4)  
EDCI 557  Fieldwork (Student Teaching)  (1-15)  

Total units in Secondary Professional Education 36  
Total units for the degree  54  

Student teaching prerequisites:  
Verification of subject-matter competence with Credentials  
Analyst by:  
Passing score on CSET (Single Subject Assessment Test) or PRAXIS/SSAT for single subject credential.  
Passing score on CSET (Multiple Subjects Assessment Test) for multiple subject credential.  

Acceptance into Teacher Education program  
CBEST (passed)  
Certificate of Clearance (on file)  
CPK results (on file)  
Negative TB test  
GPA  2.75  

Student teaching (14 weeks student teaching and 1 unit seminar)  
Authorization to do student teaching is by application to the Department of Curriculum and Instruction. Applications should be submitted no later than three months prior to the anticipated start to allow for processing the Certificate of Clearance with the State of California.  

Fourteen weeks (14 weeks) are is required for student teaching.  Students should plan their schedules so they can be in the schools from about 7:30 a.m. to 3:30 p.m. (the time will vary in different schools) five days per week for 14 weeks. University classes cannot be taken during these weeks. Teaching responsibilities correspond with the regular academic calendar of the University. Student teaching during the summer session is not an option.  

Students are expected to provide their own transportation for student teaching. The student teaching experience is a full-time schedule which spans at least part of two quarters. Specific dates will be arranged through the coordinator of student teaching. During the student teaching experience, attendance at a weekly seminar is required. Refer to the Student Teaching Handbook for specific requirements.  

Small Schools requirement: All students applying for elementary Seventh-day Adventist credentials are required to spend a portion of their student teaching experience in a small school class of 3 grades or more.  

DISCIPLINE EMPHASIS  
Secondary MAT candidates who have completed some of the above requirements may elect to enhance their content knowledge by completing a MAT degree connected with various programs in the College of Arts and Sciences. The specific courses and areas will be worked out between the academic department in the College of Arts and Sciences and the School of Education. The candidate will take an extra unit of independent study within the Curriculum and Instruction Department to make connections between the content area and teaching.  

Many credential candidates are able to waive the student teaching requirements by teaching for several years. When this is the case, students may elect to take a discipline emphasis in place of student teaching.  

Requirements for Graduation:  
• Complete coursework (48 units) for the MAT.  
• Complete all requirements for the appropriate credential.  
• Produce and orally defend a portfolio.  
• Maintain a GPA at 2.75 or above.  

MASTER OF ARTS: GENERAL REQUIREMENTS  

PROGRAM COMPLETION SEQUENCE  
Steps in the sequence toward completion of the master's degree program are the same regardless of the department in which the degree is taken.  

1. Program approval: develop a program of study with an advisor in the department of degree specialization. Program must be approved by department committee.  
2. Application for candidacy: apply for advancement to candidacy after completing 27-30 units on the approved program with a grade point average not less than 3.00. The purpose of the application for advancement to candidacy is for the department to review the student’s eligibility and progress for completing the program.  
3. Petition for graduation: submit a petition for graduation two quarters prior to the date of graduation or to the completion of the program.  
4. Departmental comprehensive examination: pass a departmental comprehensive examination prior to the issuance of the diploma.  
5. Satisfactorily complete all coursework on the approved program of study, with a grade point average not less than 3.00.  
6. Portfolio completion.  
7. Graduation.  

RESIDENCE AND TIME REQUIREMENTS  
Policies on academic residence and time limits are explained in the “Academic Policies and Practices” section of this Bulletin. Full-time students usually complete the master’s degree in four to five quarters. Since most courses are offered in late afternoons, evenings, and summers, it is often possible for part-time students to continue their regular employment while extending the time period for program completion. Some fieldwork and class assignments may require occasional activities during regular school hours.
SECOND MASTER’S DEGREE
A second master’s degree from La Sierra University requires a minimum of 30 quarter units. For information about other requirements, see a faculty advisor.

PROGRAM OF STUDY
The curriculum for a Master of Arts degree in the School of Education comprises a minimum of 45 quarter units beyond an approved baccalaureate degree and all prerequisites.

Core requirements 15 units
EDAD 524 Educational Organization and Leadership (3)
EDCI 514 Curriculum Planning (3)
EDRS 504 Methods and Material of Research (3)
EDPC 540 Principles of Counseling (3)
EDCI 512 Faith and Learning (3)

Content specialization
21 units (minimum)
Courses will vary depending on the discipline and whether credential requirements are included.
M.A. degree total 45 units (minimum)

MASTER OF ARTS IN ADMINISTRATION AND LEADERSHIP
The Master of Arts degree in Administration and Leadership provides students with the opportunity to plan a personalized program focusing on the needs and goals of the individual student. All programs are designed to assist the student in developing leadership and organizational skills. Requirements for the Seventh-day Adventist Administrator Certificate and approved California Preliminary Administrative Services Credential program requirements may be included in this M.A. program. (For further information about this degree contact the Department of Administration and Leadership.)

Required:
Core requirements (15 units; see program of study under “Master of Arts: general requirements.”)
Content specialization (21 units minimum)
Electives (selected in consultation with the advisor.)
Portfolio (see department)

MASTER OF ARTS IN CURRICULUM AND INSTRUCTION
The Master of Arts in Curriculum and Instruction builds on the baccalaureate degree. The program is designed to cover a combination of theory, practical skills and research which meets the needs of the professional educator. (For further information about this degree contact the Department of Curriculum and Instruction.)

Required:
Core requirements (15 units; see program of study under “Master of Arts: general requirements.”)
Content specialization (21 units minimum)
Electives (selected in consultation with the advisor.)
Portfolio (see department)

MASTER OF ARTS IN SPECIAL EDUCATION: MILD/MODERATE DISABILITIES
The graduate program in special education (mild/moderate disabilities) builds on the baccalaureate liberal studies major or the single subject matter. This degree does not lead to a credential at this time.

Required:
Basic generic
EDCI 528 Curriculum and Teacher Education in Special Education (4)
EDCI 564
Special Education in the Regular Classroom (4)
EDPC 504 Standardized Testing (3)
EDPC 540 Principles of Counseling (3)
EDRS 504 Methods and Materials of Research (3)

Special education specialization core
EDCI 532 Instructing the Learning Handicapped (4)
EDCI 533
EDCI 534 Fieldwork in Special Education (9)
EDCI 537 Diagnosis of Reading Difficulties (3)
EDCI 538 Remediation of Reading Difficulties (3)
EDPC 667 Assessment of Learning Development (3)

Additional courses required for the master of arts degree in special education
EDAD 524 Educational Organization and Leadership (3)
EDCI 512 Faith and Learning (3)
Total units in Special Education M.A. program: 48 units

MASTER OF ARTS IN COUNSELING
A Master of Arts (M.A.) degree in counseling may be earned through an elective program which does not lead to state certification. A Master of Arts degree is typically awarded for those students who are pursuing an Ed.S. degree if they begin the program at the post-baccalaureate stage at La Sierra University. For further information about this degree contact the Department of School Psychology and Counseling.

Prerequisites and admission
In addition to all admission requirements for graduate study, as described in the “Graduate admission information” section of this Bulletin, further specialized prerequisites are specified for the Master of Arts degree program in this department.
1. The following prerequisite classes (at least 9 quarter units) on the upper division or graduate level must have been completed within the past seven years, with no grade less
than C (2.00) for undergraduate classes and B (3.0) for graduate classes. EDFO 305: Psychological Foundations of Education or its equivalent, EDPC 404/504 Standardized Testing in Education, and EDPC 460/560 The Exceptional Child or its equivalent, must comprise these 9 units. Deficiencies in prerequisite coursework may be removed after admission to graduate study. Upper division or graduate credits thus earned will apply toward the master’s degree if all other program requirements are met.

2. The absence of any conviction for a felony or any communicable or contagious disease, which would prevent the student from performing mental health services, must be attested to.

COUNSELING PROGRAM

The program includes all of the coursework listed below. Some individuals may require more than the minimum 45 units because of particular interests or the need to remove prerequisite deficiencies as listed above and below. (Students in the joint La Sierra University – University of California at Riverside – Extension (UCRX) M.A. school counseling program may contact the Department of School Psychology and Counseling for the program requirements. The degree requirements for the joint La Sierra–UCRX program differ from the one for the M.A. degree in counseling at La Sierra University and must be pre-approved by the Department prior to the beginning of the program.)

Prerequisites:
EDPC 404/504  Standardized Testing in Education (3)
EDPC 460/560  The Exceptional Child (3)
EDFO 305  Psychological Foundations of Education (4)

Required:
Core requirements (15)
(See “Program of study” under “Master of Arts: general requirements”) Portfolio (see department) Content specialization (30)

EDPC 524  Lifespan Development (3)
EDPC 554  Education and Career Planning (3)
EDPC 555  History, Systems, and Consultation (3)
EDPC 561  Counseling Theory and Techniques (3)
EDPC 562  Counseling Practicum (3)
EDPC 564  Group Theory and Procedures (3)
EDPC 568  Community Agency Counseling (3)
EDPC 573  Ethics for School Psychology and Counseling (3)
EDPC 666  Intervention Methods and Consultation (3)
EDPC 694  A Seminar: Individual and Cultural Differences (3)

Additional Requirement:
Satisfactory score on the PRAXIS school guidance and counseling section. A satisfactory score report must be received by the University at least four weeks prior to graduation or the issuance of a diploma.

SPECIALIST IN EDUCATION:
GENERAL REQUIREMENTS

PROGRAM COMPLETION SEQUENCE

Steps in the sequence toward completion of the master’s degree program are the same regardless of the option chosen or the department in which the degree is taken.

1. Program approval—develop a program of study with an advisor in the department of degree specialization. Program must be approved by department committee.
2. Application for candidacy—apply for advancement to candidacy after completing 27-30 units on the approved program under Option 1, or 75 units under Option 2, with a grade point average not less than 3.30. The purpose of the application for advancement to candidacy is for the department to review the student’s eligibility and progress for completing the program.
3. Petition for graduation—submit a petition for graduation two quarters prior to the date of graduation or to the completion of the program.
4. Departmental comprehensive examination—pass a departmental comprehensive examination (or the PRAXIS school psychology section for school psychology majors) prior to the issuance of the diploma.
5. Satisfactorily complete all coursework on the approved program of study, with a grade point average not less than 3.30.
6. Portfolio completion
7. Graduation.

RESIDENCE AND TIME REQUIREMENTS

Policies on academic residence and time limits are explained in the “academic policies and practices” section of this Bulletin. Option 1 program requires that 36 of the 45 units for the Ed.S. degree must be taken at this University, while Option 2 program specifies 72 units in residence. Full-time students can usually complete Option 1 in four to five quarters and Option 2 in eight to ten quarters. Since most courses are offered in late afternoon, evenings, and summers, it is possible for part-time students to continue their regular employment while extending the time period for program completion. Course units become obsolete after seven years.

PROGRAM OF STUDY

The curriculum for a Specialist in Education degree in the School of Education comprises a minimum of 90 quarter units beyond an approved baccalaureate degree or 45 units beyond the Master of Arts degree.

PREVIOUS CREDITS

The degree may be earned with either of the following two options:

Option 1:
Completion of a master’s degree followed by a minimum of 45 units of post-master’s coursework as outlined by the department of specialization. With this option, requirements for the M.A. degree are completed before seeking admission to the Ed.S. degree program.

Credits from the previous master’s degree will be assumed to contain the following:
- School of Education M.A. core requirements or equivalent
• Eighteen (18) quarter units of content in the Ed.S. area of specialization.
• Any of the above credits lacking will be included in the Ed.S. program of studies.

Option 2:
Completion of a baccalaureate degree. In this case the Ed.S. program will consist of 90 quarter units of postbaccalaureate coursework to include the M.A. and the Ed.S. requirements.

Core requirements 15 units
EDAD 687    Leadership in the Organization (3)
EDFO 606    Sociology of Education (3)
EDPC 607    Dynamics of Personality (3)
EDRS 604    Educational Statistics I (3)
EDAD 688    Moral Leadership (3)

Content specialization 12 units (minimum)
Courses will vary depending on the discipline and credential requirements.

Ed.S. degree total (Option 1) 45 units (minimum)

SPECIALIST IN EDUCATION IN ADMINISTRATION AND LEADERSHIP

For further information about this degree, contact the Department of Administration and Leadership.

The California Professional Administrative Credential program may be included in the Specialist in Education degree. See the Credential section of this bulletin for the specific requirements.

Required:
Prerequisites
Core requirements
Program requirements
Electives (selected in consultation with the advisor.)
Portfolio (see department)

SPECIALIST IN EDUCATION IN CURRICULUM AND INSTRUCTION

The Specialist in Education degree in Curriculum and Instruction contributes to the development of professional personnel for service in a variety of educational settings, including that of the professional teacher (K-16); supervisory functions; and other central office functions involving curriculum leadership. For further information about this degree contact the Department of Curriculum and Instruction.

Required:
Prerequisites
Core requirements

PREREQUISITES AND ADMISSION

In addition to fulfilling all the admission requirements for graduate study, as described in the “Graduate admission information” section of this BULLETIN, applicants selecting the school psychology specialization must meet the following:

1. The absence of any conviction for a felony or any
communicable or contagious disease, which would prevent the student from teaching or performing other certified services, must be attested to. Students should apply for state criminal clearance immediately following admission to any of the state credentialing programs.

2. A pre-admission interview and writing test are to be scheduled when possible with faculty in the Department of School Psychology and Counseling who will evaluate the applicant’s expressiveness, commitment, values, cultural affirmation, and professional attitudes. Admission to the program is contingent upon a satisfactory rating by the interviewers.

THE PROGRAM

The program for an Ed.S. degree in school psychology must include all of the coursework and field experiences listed below. (When a school psychologist credential is sought without a degree, core courses EDFO 606, EDAD 687, and religion are not required.)

**Required:**

- Prerequisites and core requirements
  (See “Program of study” under “Specialist in Education: general requirements”)
- Content specialization
  - EDPC 404/504 Standardized Testing in Education (3)
  - EDPC 460/560 The Exceptional Child (3)
  - EDPC 524 Lifespan Development (3)
  - EDPC 555 History, Systems, and Consultation (3)
  - EDPC 561 Counseling Theory and Techniques (3)
  - EDPC 564 Group Theory and Procedures (3)
  - EDPC 573 School Psychology and Counseling Ethics and Law (3)
  - EDPC 631 Psychopathology (3)
  - EDPC 640 Neuropsychology (3)
  - EDPC 650 Mental Exceptionality (3)
  - EDPC 664 Assessment of Individual Intelligence I (3)
  - EDPC 665 Assessment of Individual Intelligence II (3)
  - EDPC 666 Intervention Methods and Consultation (3)
  - EDPC 667 Assessment of Learning Development (3)
  - EDPC 668 Assessment of Personal Adjustment (3)
  - EDPC 670 School Psychology Seminar (3)
  - EDPC 671 Psychological Report Writing Seminar (2)
  - EDPC 674 School Psychology Practicum (150 hours) (1)
  - EDPC 675 Field Practice in School Psychology (300 hours) (1-3)
  - EDPC 676 Internship in School Psychology (1,200 hours) (4-12)
  - EDPC 694A Seminar: Individual and Cultural Differences (3)

**Advised Electives**

- EDPC 554 Education and Career Planning (3)
- EDPC 562 Counseling Practicum (3)

**Additional Requirements:**

1. California Basic Education Skills Test (CBEST). Out-of-state applicants must take this test no later than the second available administration date following their enrollment in the program.
2. Application for field practice six weeks prior to placement.
3. Satisfactory score on the PRAXIS school psychology section.
   A satisfactory score report must be received by the University at least four weeks prior to graduation or the issuance of a diploma.
4. Application to the School of Education Credential Office for a state and/or denomination credential, if eligible.

**SPECIALIST IN EDUCATION IN EDUCATIONAL PSYCHOLOGY**

The Specialist in Education degree in educational psychology is a noncredential elective program which provides advanced preparation for educational generalists, teachers in all disciplines, administrators, college instructors desiring a professional educational background, and practitioners aspiring toward clinical or research applications. Although the earning of a master’s degree is not a mandatory prerequisite, applicants must satisfy all requirements specified below. For further information about this degree contact the Department of School Psychology and Counseling.

**Prerequisites:**

In addition to regular admission for graduate study in the School of Education, applicants for an Ed.S. degree in educational psychology must provide evidence of the following:

1. Within the past seven years, at least one introductory or advanced course must have been satisfactorily completed in each of the following:
   - Foundational educational psychology
   - Developmental psychology
2. Within the past 7 years, at least 15 quarter units of credit must have been earned at the upper division or graduate level, with no grade less than C (2.00), in one of the following areas:
   - Professional education, including teaching and/or administration
   - Counseling and/or school psychology
   - Behavioral sciences and/or psychology
3. For those entering the 45-unit post master’s option, the master’s degree must have been earned in an area of professional education, teaching, counseling, school administration, or an equivalent specialization.

Deficiencies in the above prerequisites may be removed after entrance to Ed.S. study. Eligible credits thus earned may be used as electives for the program when all other requirements have been met.

**THE PROGRAM**

The following core courses, or their equivalents, are mandatory for the educational psychology program. If any of the specified courses have been previously completed for another degree, the credits cannot be applied toward the Ed.S. degree. Instead, additional cognate electives must be chosen to meet the minimum total units required.

**Required:**

- **Prerequisites**

Core requirements (See “Program of study” under
Committee when the following criteria have been met:

for completing the program. An Application for Advancement

for the department to review the student's eligibility and progress

The purpose of the application for advancement to candidacy is

seven years.

must be taken in residence at La Sierra University following

extend the time beyond these minimum estimates. All 42 units

one full academic year of 42 units is required beyond the Ed.S.

two academic years of study beyond the master's degree, whereas

Candidates entering full-time residency should typically expect

two academic years of study beyond the master’s degree, whereas

One full academic year of 42 units is required beyond the Ed.S.

The completion of prerequisites and the dissertation may

levels will be required to complete the deficiencies. Furthermore,

the Graduate Committee may determine that additional

coursework or directed study is needed to update knowledge in

important and relevant areas which have not been kept current by

psychology in any department of the University. Such electives

may sometimes be structured to include a teaching or professional

credential together with the Ed.S. degree. The basis on which to

choose from these or other courses depends on prior preparation

and the ultimate interests or goals of the student.

ELECTIVES
Electives are selected as needed, with departmental approval,

from counseling, research, advanced statistics, computer science,

measurement, and other cognate areas of education and/or

psychology in any department of the University. Such electives

may sometimes be structured to include a teaching or professional

credential together with the Ed.S. degree. The basis on which to

choose from these or other courses depends on prior preparation

and the ultimate interests or goals of the student.

ADOPTION TO DOCTORAL PROGRAM
Official admission to the doctoral program and full approval of the

program of study occurs following admission to the university and

the School of Education. (See admission information.)

RESIDENCE REQUIREMENTS
Following admission to doctoral student status, a minimum of 42

units must be earned in residence at La Sierra University. This

implies registration for doctoral level coursework, seminars, and

research mostly in the areas of specialization or advanced electives.

When departmental prerequisites are specified, a student not

having completed the necessary components on the M.A. or Ed.S.

levels will be required to complete the deficiencies. Furthermore,

the Graduate Committee may determine that additional

coursework or directed study is needed to update knowledge in

important and relevant areas which have not been kept current by

continuing professional experience and/or study.

Candidates entering full-time residency should typically expect

two academic years of study beyond the master’s degree, whereas

one full academic year of 42 units is required beyond the Ed.S.

level. The completion of prerequisites and the dissertation may

extend the time beyond these minimum estimates. All 42 units

must be taken in residence at La Sierra University following

admission to the doctoral program and must be completed within

seven years.

ADVANCEMENT TO CANDIDACY
The purpose of the application for advancement to candidacy is

for the department to review the student's eligibility and progress

for completing the program. An Application for Advancement to Candidacy is submitted by the student to the Graduate Committee when the following criteria have been met:

1. Completion of all required coursework, other than the dissertation, with a grade point average not less than 3.50;
2. Successful completion of qualifying examinations administered by the department in the area of specialization;
3. Approval of a dissertation proposal by the candidate’s dissertation committee. During the candidacy period, time is devoted almost exclusively to the research and writing required for the dissertation.

DEGREE COMPLETION AND PETITION FOR GRADUATION
Toward the end of the dissertation study, the candidate will petition the Graduate Committee for permission to graduate with a Doctor of Education degree based on the following accomplishments:

1. Completion of an approved program of study with not less than 132 quarter units postbaccalaureate, including a minimum 87 units beyond the master’s degree, and fulfillment of all prerequisite and specialization requirements.
2. Completion of 42 units beyond the Ed.S. level in residence at La Sierra University, following admission to doctoral student status, with a grade point average not less than 3.50.
3. Satisfactory oral defense of the dissertation not later than one month prior to graduation.
4. Deposition of the approved and signed dissertation in the Office of the Dean in its final form ready for binding six weeks prior to graduation.
5. Recommendations for the degree by the departmental faculty and by the Graduate Committee of the School of Education.

THE DISSERTATION
Detailed particulars concerning dissertation requirements are given in the Dissertation Handbook in the Ed.S./Ed.D. Portfolio available in the dean’s office. A dissertation publication fee is levied for binding and final processing (see the “Financial information” section of this Bulletin for further details.) Students writing a dissertation must register for at least one unit of dissertation credit each quarter, up to 12 units. The research and dissertation preparation are under the direction of the student's guidance committee. The student is urged to secure the committee’s approval of the topic and research design as early as possible. Such approval must be secured before petition is made for candidacy.

If the student has been advanced to candidacy, has completed all course requirements, and has registered for but not completed the research and dissertation, continuous registration is required to be maintained until the manuscript has been accepted. After completing 12 units of dissertation credit, the student is required to maintain continuous enrollment with a quarterly fee equivalent to one unit of graduate tuition until the dissertation is completed. In order to facilitate this, the student will sign a Continuing Registration Contract.

An oral presentation and defense of the dissertation is the last event in a candidate’s program prior to graduation.
TIMELINES
The following is the required program sequence. Attention is particularly directed to the following:

1. Admission to the doctoral program—at the completion of Ed.S. level work and prior to beginning the 42 units of doctoral residency.
2. Program approval—develop a program of study with an advisor in the department of specialization during the first quarter in residence. Program must be approved by Graduate Committee.
3. Portfolio completion.
4. Qualifying examination.
5. Application for advancement to candidacy—after passing the qualifying examination, immediately following coursework completion, after dissertation proposal approval. The purpose of the application for advancement to candidacy is for the department to review the student’s eligibility and progress for completing the program.
6. Dissertation—in final form, ready for binding, two weeks prior to graduation and before the oral defense of the dissertation.
7. Oral defense of dissertation—no later than four weeks prior to graduation. No dissertation defense will be scheduled during the four weeks prior to graduation dates.
8. Petition for graduation—upon final approval of dissertation by the student’s dissertation committee.
9. Program completion—all degree requirements must be completed within seven years after admission.

PROGRAM OF STUDY
The curriculum for a doctor of Education degree in the School of Education comprises all prerequisites and a minimum of 132 quarter units beyond an approved baccalaureate degree, or 87 units beyond the Master’s degree, or 42 units beyond the Specialist in Education degree.

PREVIOUS CREDITS
The degree may be earned with either of the following two options:

Option 1: Completion of an educational specialist (or equivalent) degree followed by a minimum of 42 units of post-master’s coursework.

Credits from the previous degrees will be assumed to contain the following:
• School of Education M.A. and Ed.S. core requirements or equivalent
• Any of the above credits lacking will be included in the Ed.D. program of studies.

Option 2: Completion of a master’s degree. In this case, the Ed.D. program will consist of a minimum of 87 post-master’s coursework to include the M.A. and the Ed.S. requirements.

Core requirements 9 units
EDRS 704 Research Design (3)
EDFO 791 Contemporary Issues in Education (3)

Choose one of the following:
EDRS 702 Educational Statistics II (3)
OR
EDRS 703 Qualitative Research Methodology (3)

Content specialization 27 units (minimum)
The courses will vary depending on the discipline and whether specific credential requirements are needed. Twelve units for a dissertation are included.

Ed.D. degree total 42 units (minimum)

A student may earn a general Doctor of Education or may choose an emphasis. The additional requirements specific to the more common emphases are listed below:

DOCTOR OF EDUCATION IN ADMINISTRATION AND LEADERSHIP

REQUIRED:

Option 1:
Core requirements (9 units; see program of study under Doctor of Education general requirements)
Content specialization (12 units minimum) to include:
EDAD 676 School and the Community
EDAD 695 Organizational Systems and Culture
Dissertation (12 units)
Electives (selected in consultation with the advisor)

Option 2:
Core requirements (24 units; see program of study under Doctor of Education general requirements)
Content specialization (21 units minimum) to include:
EDAD 676 School and the Community
EDAD 695 Organizational Systems and Culture
Dissertation (12 units)
Electives (selected in consultation with the advisor)

DOCTOR OF EDUCATION IN CURRICULUM AND INSTRUCTION

REQUIRED:

Option 1:
Core requirements (9 units; see program of study under Doctor of Education general requirements)
Content specialization (12 units minimum): Dissertation (12 units)
Electives (selected in consultation with the advisor)

Option 2:
Core requirements (24 units; see program of study under Doctor of Education general requirements)
Content specialization (21 units minimum): Dissertation (12 units)
Electives (selected in consultation with the advisor)
DOCTOR OF EDUCATION IN
SCHOOL PSYCHOLOGY AND
MEASUREMENT

Step 1:
Completion of an educational specialist degree in school psychology consisting of 90 units (45 for an M.A. and 45 for an Ed.S.)

Step 2:
Completion of 30 units (minimum) consisting of:
Core Requirements (9)
EDRS 702 Educational Statistics II (3) or EDRS 703 Qualitative Methods (3)
EDFO 791 Contemporary Issues in Education (3)
EDRS 704 Research Design (3)

Specialization: Research Methods Requirements (6)
EDRS 750 Research Projects in School Psychology (3)
Choose one of the following:
EDRS 712 Factor Analysis and Latent Modeling (3-4)
EDRS 721 Seminar: Standardized Test Development (3-4)

Specialization: Seminar Requirements (6-16)
EDUC 701 Seminar: Politics and Issues in Educational Testing (3-4)
EDUC 705 Seminar: Special Education, Intervention, and Consultation (3-4)
EDUC 711 Seminar: Biological Psychology (3-4)
EDUC 715 Seminar: Alcohol and Drug Addiction (3-4)

Electives (0-7)
Post MA Courses related to Education or Psychology with approval of the department chair/program director.

Step 3:
Dissertation units (12)
EDRS 798 Doctoral Dissertation

SCHOOL OF EDUCATION:
CREDENTIAL PROGRAMS

The School of Education offers several undergraduate, graduate, and graduate “fifth-year” programs for fulfilling the requirements of teaching or services credentials and certificates prescribed by California’s Commission on Teacher Credentialing and/or the North American Division of Seventh-day Adventists, Office of Education. Details of coursework and other distinctive specifications for each credential must be obtained from the applicable departmental sections of this Bulletin. Advisors in the departments must be consulted for further assistance with admissions and programming. Teacher preparation programs are located in the Department of Curriculum and Instruction; programs for various services credentials are found in each appropriate department or school of specialization as indicated on next page.

CALIFORNIA STATE CREDENTIALS
Approved by the California Commission on Teacher Credentialing:

Teaching Credentials:
(Department of Curriculum and Instruction)
- Preliminary; Multiple Subjects, Single Subject
- Professional Clear
- Administrative Services (Department of Administration and Leadership)
  - A. Preliminary
  - B. Professional Pupil Personnel Services (Department of School Psychology and Counseling)
- C. School Psychology
- D. School Counseling (in collaboration with University of California at Riverside-Extension)
SEVENTH-DAY ADVENTIST CERTIFICATES
Issued by the Pacific Union Conference of Seventh-day Adventists, Department of Education:

Teaching (Department of Curriculum and Instruction)
Basic, Standard, Professional-Elementary, Secondary Administration (Department of Administration and Leadership)
Principal, Supervisor of Instruction, Superintendent of Schools Guidance and Counseling (Department of School Psychology and Counseling)

ADMISSION TO CREDENTIAL PROGRAMS

In addition to fulfilling all requirements as outlined in the “Graduate admission information” section of this Bulletin, the following are to be noted in connection with specific credentials.

TEACHER CREDENTIAL PROGRAM
Students who are seeking admission to any teacher education program only must present and maintain a grade point average of not less than 2.75. If the grade point average is below 2.75, the student must pass the appropriate CSET examination. If a Master of Arts degree or above will be sought, a GPA of 3.00 or better is required. Application forms for admission to the Department of Curriculum and Instruction are available in the Department of Curriculum and Instruction and in the Admission Office.

ADMINISTRATIVE SERVICES CREDENTIAL PROGRAMS
Students seeking admission to the Preliminary or Professional Administrative Services Credential program must meet the following requirements:

PRELIMINARY ADMINISTRATIVE SERVICES
MA admission requirements as published elsewhere in this bulletin Other requirements as determined by state law (see EDAD department for advisement) Professional Administrative Services Ed.S. admission requirements as published elsewhere in this bulletin Other requirements as determined by state law (see EDAD department for advisement)

PUPIL PERSONNEL SERVICES CREDENTIAL PROGRAMS
Students who are seeking admission to the Pupil Personnel Services Credential program must meet the following entrance requirements in addition to those listed in the “Graduate admission information” section of this Bulletin:

GPA of 3.00 or higher for SDA certification in guidance and counseling.
GPA of 3.30 or higher for School Psychology and School Counseling Credential.

ADMISSION TO TEACHER EDUCATION

CREDENTIAL APPLICATION
Credentials will be granted only to individuals who have attained the baccalaureate or higher degree from a regionally accredited college or university. Credentials are processed through the Department of Curriculum and Instruction in the School of Education. Processing of applications is subject to recommendation from the instructional department. Personal recommendations, health requirements, and criminal clearances are required in addition to all transcripts, CBEST, and completion of an approved program of professional preparation.

BASIC SKILLS PROFICIENCY TEST
California law stipulates that candidates who wish to be credentialed for public schools must take and pass the California Basic Education Skills Test (CBEST). This examination is also required of applicants for credentials through the Pacific Union Conference of Seventh-day Adventists. Because of the importance of the test, candidates for credentials are required to take the CBEST early in residence. The test must be taken before application is made to the Teacher Education program in the Department of Curriculum and Instruction.

A CBEST Information Bulletin is available in the Learning Support and Testing Center. Sunday testing is available on specified dates for Saturday-Sabbath keepers.

TEACHING CREDENTIAL REQUIREMENTS

The following route to a credential lists the requirements for obtaining a Seventh-day Adventist Basic Credential and/or a State of California Preliminary Credential for elementary and secondary teaching. This is a summary of the courses and activities that must be completed before the Department of Curriculum and Instruction can recommend an individual for a credential. Only coursework with a C (2.00) or above will be accepted for any credential.

I. California state preliminary and SDA basic credentials
(State requirements may be different in specific ways from major programs; therefore, students need to stay in contact with the Credential Office and the Department of Curriculum and Instruction in the School of Education.)

A. Prerequisites
   • An approved major or passing score on CSET (Multiple Subjects) or CSET (Single Subject) for entrance into the Teacher Education program.
   • EDCI 204 Teaching in the Multicultural Classroom (3)
   • CBEST (California Basic Educational Skills Test)
   • Certificate of Clearance
   • TB Test
   • Apply for Admission to Teacher Education program
   • Present and maintain a grade point average of not less than
2.75 for admission to and continuance in the Teacher Education program.
•  EDFO 305 Psychological Foundations of Education (4)
  (or EDCI 507 Psychological Theories of Instruction (3))
•  HLED 214 Dimensions of Health (4)
•  HPSC 274 The Construction of American Political Life(4);
  Or a Constitution examination

B. Method courses

**Elementary Teaching:**
- EDCI 414/520 Reading K-8 (5)
- EDCI 415/521 Mathematics K-8 (4)
- EDCI 416/522 Language and Literacy K-12 (3)
- EDCI 417/523 Culture, Society, Religion and Ethics (4)
- EDCI 418/527 Science and Health K-8 (2)
- EDCI 425/524 Student Teaching in the Elementary School (1-18)

**Secondary Teaching or Single Subject:**
- EDCI 416/522 Language and Literacy K-12 (3)
- EDCI 417/523 Culture, Society, Religion, and Ethics (4)
- EDCI 419/518 Reading in the Content Area (5)
- EDCI 429/529 Secondary Teaching in the Multicultural Classroom (2)
- EDCI 430/530 Secondary Theory and Practice (4)
- EDCI 557/556 Student Teaching in the Secondary School (18)

C. Seventh-day Adventist Basic Credential additional requirements

- EDFO 404 Philosophy of Christian Education (3)
- RELT 245 Christian Beliefs (4)
- RELH 483 History of Seventh-day Adventism (4)

REL Electives (8 units) (One course must be in Biblical Studies)

- EDCI 464/564 Special Education in the Regular Classroom (3)

D. Student teaching prerequisites

Verification of subject-matter competence with Credentials Analyst by:
  Completion of 4/5 of state approved program for single subject and/or Passing score on CSET

E. Student teaching (18 units)

Authorization to do student teaching is by application to the Department of Curriculum and Instruction. Applications should be submitted no later than three months prior to the anticipated start to allow for processing the Certificate of Clearance with the State of California. The applicant must be accepted into the Teacher Education program, have passed the CBEST examination, have completed one quarter in residence, have and maintain a minimum GPA of 2.75, and have completed the prerequisite professional education courses, filed TB test results, filed the Certificate of Clearance, and have verification of subject-matter competence (see D above).

Eighteen weeks (18 weeks) is required for student teaching. Students should plan their schedules so they can be in the schools from about 7:30 a.m. to 3:30 p.m. (the time will vary in different schools) five days per week for 18 weeks. University classes cannot be taken during these weeks. Teaching responsibilities correspond with the regular academic calendar of the University. Student teaching during the summer session is not an option.

Students are expected to provide their own transportation for student teaching. The student teaching experience is a full-time schedule which spans at least part of two quarters. Specific dates will be arranged through the coordinator of student teaching for 18 weeks. A portion of this experience must be in the public schools if a state credential is desired. During the student teaching experience, attendance at a weekly seminar is required. Refer to the Student Teaching Handbook for specific requirements.

Small Schools requirement: All students applying for elementary Seventh-day Adventist credentials are required to spend a portion of their student teaching experience in a small school class of 3 grades or more.

**STUDENT TEACHING COMPONENTS**

The 18 units of student teaching consist of the following:

- **Classroom Management**
  - EDCI 412L (1 unit)
- **Reading:**
  - EDCI 414L (1 unit)
  - OR EDCI 419L (1 unit)
- **Credential Specific Courses**
  - Mathematics K-8 L (1 unit)
  - OR
- **Student Teaching Alternatives (ten full days)**
  - (2 units)

Small Schools (required for Seventh-day Adventist multiple subjects/elementary credentials)

- Charter School experience
- Alternative School experience
- Gifted School
- Special Education
- Pre-session/post-session

**Other**

- Student Teaching full-time (12 units)
- Student Teaching seminar (1 unit)

F. Completion of a bachelor’s degree

G. Passing teaching performance assessment

II. ELEMENTARY TEACHER PROGRAMS

**Option 1:**

Degree with major in State Approved Liberal Studies Program in the College of Arts and Sciences. For the SDA basic or state preliminary multiple subjects teaching credential, students with this major will complete a minimum of 190 units (60 upper division), including the professional
education requirements for elementary teaching. The California Subject Examination for Teachers (CSET) must be passed prior to student teaching.

Option 2:

Degree with major in any subject. Students with any other major may meet the state multiple subjects requirements for an elementary teaching credential by completing the following:

Professional education requirements for elementary teaching
A passing score on the California Subject Examination for Teachers (CSET) prior to entrance into the Teacher Education program.

III. Secondary teacher program
For the SDA basic or state preliminary secondary teaching credential, students will complete the professional education requirements, CSET, and a baccalaureate degree in one of the schools of the University with a single subject major in a discipline that is commonly taught in secondary schools. (See the Department of Curriculum and Instruction for details.)

STANDARD TEACHING CERTIFICATE - SDA

The second level of teaching credential prescribed by the North American Division of Seventh-day Adventists Office of Education is the Standard Teaching Certificate (valid for five years). To receive the upgrading from basic to standard certificate, candidates must fulfill the following requirements:

- Three years of teaching in elementary or secondary schools with a Seventh-day Adventist Basic Teaching Certificate
- Completion of 9 units of professional education courses in area(s) of endorsement beyond requirements of the basic certificate

RENEWAL OF STANDARD CERTIFICATE
Check with your Union Conference registrar for current requirements.

III. Professional Clear Teaching Credential-STATE and Professional Teaching Certificate-SDA: State of California Professional Clear Teaching Credential

Please consult with the Department of Curriculum and Instruction and the credential analyst for exact requirements. The 45 unit postbaccalaureate program must include these core courses:

- EDCI 511 Advanced Health and Safety (3)
- EDCI 513 Advanced Study of Teaching English Language Learners (3)
- EDCI 516 Computers in the Classroom (3)
- EDCI 564 Special Education in the Regular Classroom (3)

PROFESSIONAL TEACHING CERTIFICATE - SDA:
PROFESSIONAL CLEAR TEACHING CREDENTIAL - STATE

Fifth-year credential programs at La Sierra University are defined as programs approved by the faculty of the Department of Curriculum and Instruction and include a minimum of 45 postbaccalaureate units of coursework for the Seventh-day Adventist Professional Teaching Certificate. The student must be accepted into the Teacher Education program. Applications for acceptance and program approval must be made through the Department of Curriculum and Instruction.

SEVENTH-DAY ADVENTIST PROFESSIONAL CERTIFICATE

Fifth-year credential programs at La Sierra University include a minimum of 45 postbaccalaureate units of coursework, for the Seventh-day Adventist Professional Teaching Certificate. Applications for acceptance and program approval must be made through the Department of Curriculum and Instruction and in consultation with the union credential analyst. For teachers with an SDA standard teaching certificate, the general requirements of a fifth-year program leading to an SDA professional teaching certificate are as follows:

- An approved 45 unit postbaccalaureate program
- Courses of advanced study from:
  - EDCI 506 Learning and Assessment (3)
  - EDCI 511 Advanced Health and Safety (3)
  - EDCI 513 Advanced Study of Teaching English Language Learners (3)
  - EDCI 514 Curriculum Planning (3)
  - EDCI 516 Computers in the Classroom (3)
  - EDCI 564 Special Education in the Regular Classroom (3)
  - EDCI 598 Seminar in Current Trends (3)

EDUCATIONAL TECHNOLOGY CERTIFICATE

The goals for integrating educational technology cover topics such as learning theory, the appropriate use of the Internet, using and managing school technology resources and developing plans for integrating computers and other technologies in the curriculum. Students may take one or more courses but need to take all twelve courses to completely cover the competencies for the certificate. See the Educational Technology section for specific course requirements.

ADMINISTRATIVE CREDENTIALS

Academic requirements for the Seventh-day Adventist Administrator’s Certificate, the California Preliminary Administrative Services Credential, and the California Professional Administrative Credential may be incorporated into the program for a Master of Arts, Specialist in Education, or Doctor of Education degree in administration and leadership.
ADMISSIONS
Requirements for admission to the Administrative Services Credentials are similar to the requirements for Master’s level work but may vary according to the candidate’s academic goals and level of credential being sought. Consult with the department for specific admissions requirements for these credentials.

SEVENTH-DAY ADVENTIST CERTIFICATE
Application for an administrator’s certificate with endorsement as a principal, supervisor, or superintendent may be made to the Pacific Union Conference of Seventh-day Adventists, Department of Education when the following requirements have been met:

1. Satisfy all stipulations for an SDA Professional Teaching Certificate.
2. Hold a master’s (or higher) degree, including at least 27 quarter units selected from the areas of curriculum, school administration, supervision, school law, school finance, school plant planning, personnel administration, field experience, school public relations, and religious education.
3. Fulfill conditions for endorsement in at least one of the following areas: Principal—a minimum of one graduate course each in curriculum, supervision, school law, school administration, and school finance. Supervisor of Instruction—at least two graduate courses in curriculum, two in supervision, and one in school administration. Superintendent of Schools—at least 36 quarter units of graduate credit, including at least one course each in school administration, personnel administration, curriculum supervision, school law, school finance, and school plant planning. Also, a minimum of three consecutive years of successful school administration and/or supervision of instruction.

CALIFORNIA PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIALS
Application for the Preliminary Administrative Services Credential, approved by the California Commission on Teacher Credentialing, may be made through the Department of Administration and Leadership. All of the following must be met for the Preliminary Administrative Services Credential:

1. Possess a valid California teaching credential or services credential.
2. Complete a minimum of three years of successful full-time classroom teaching experience in the public schools or in private schools of equivalent status, or three years of experience in a services field.
3. Pass the California Basic Education Skills Test (CBEST).
4. Complete the specialized administrative and professional courses outlined below:
   - EDAD 524 Educational Organization and Leadership (3)
   - EDAD 540 Personal and Philosophical Aspects of Leadership (3)
   - EDAD 545 Supervision of Instruction (3)
   - EDAD 570 Personnel Administration in Education (3)
   - EDAD 574 Legal Aspects of Education (3)
   - EDAD 576 School Administration, K–12 (3)

EDAD 578 Supervised Field Experience at the School Level (3)
EDAD 579 School Finance (3)
EDCI 514 Curriculum Planning (3)
EDCI 552 Analysis of Curricular Alternatives (3)
EDET 575 Leadership and Change in Educational Technology (3)
Elective (see department advisor) (3)

CALIFORNIA PROFESSIONAL ADMINISTRATIVE SERVICES CREDENTIALS
Application for the Professional Administrative Services Credential, approved by the California Commission on Teacher Credentials, may be made through the Department of Administration and Leadership. All of the following must be met for the Professional Administrative Services Credential:

1. Possess a valid California Preliminary or Clear Administrative Services Credential.
2. Hold an administrative position in an educational organization and have two years such experience before applying for the credential.
3. Select, in consultation with Department advisor and District administrator a program of studies to include:
   - EDAD 697A Supervised Field Experiences/Induction (3)
   - EDAD 695 Organizational Systems and Culture (3)
   - EDAD 687 Leadership in the Organization (3)
   - EDFO 606 Sociology of Education (3)
   - EDAD 688 Moral Leadership (3)
   - EDAD 697B Supervised Field Experiences/Assessment (3)

4. Six additional units of electives
5. Complete an additional 12 units. These 12 units may be elective coursework or non academic options.

CALIFORNIA PUPIL PERSONNEL SERVICES; SDA COUNSELING AND GUIDANCE CREDENTIALS
Graduate programs within the Department of School Psychology and Counseling incorporate requirements for the following credentials:

CALIFORNIA PUPIL PERSONNEL SERVICES-SCHOOL PSYCHOLOGY
California Pupil Personnel Services–School Counseling, Seventh-day Adventist Professional Endorsement–Guidance and Counseling

Upon recommendation from the Department of School Psychology and Counseling, application may be made for most of these credentials through the School of Education Credential Office when the following general and specific requirements have been met.
1. Health, character, and criminal clearances.
2. A passing score on the California Basic Education Skills Test (CBEST).
3. Completion of a fifth year of study beyond a baccalaureate degree with an approved program of professional preparation, including appropriate fieldwork.

STATE SCHOOL PSYCHOLOGIST CREDENTIAL
For the advanced authorization in School Psychology, at least 90 units of postbaccalaureate study are required. The school psychologist credential may be issued without the Ed.S. degree if all mandatory competencies have been acquired and demonstrated through an approved program of study. However, the State of California will not issue a school psychology credential without the candidate having a graduate degree of some kind—minimally a master’s degree. The School Counseling Credential is not a prerequisite for the school psychology credential.

State School Counseling Credential (in collaboration with University of California at Riverside—Extension)
The pupil Personnel Services Credentials with authorization for School Counseling in grades K-12, and adults, require satisfactory completion of 85 postbaccalaureate units (27-30 units at La Sierra University and 55-58 units at University of California at Riverside—Extension), including all courses and competencies specified for the Master of Arts degree counseling.

SEVENTH-DAY ADVENTIST CERTIFICATE
An endorsement certificate for guidance and counseling is issued by the North American Division of Seventh-day Adventists, Office of Education, to applicants who have completed the following requirements:

2. A minimum of 27 quarter units in counseling. The M.A. degree in counseling with the elective program will be sufficient provided that all other statutory specifications have been accomplished.

Candidates for credentials are advised to consult early in their program with the department chair, the School of Education credential officer, or with the Education Department of the Pacific Union Conference of Seventh-day Adventists (for SDA certificate needs).

SCHOOL OF EDUCATION
EXTENDED CAMPUS
The Extended Campus concept came to fruition in 1978 when La Sierra University (then Loma Linda University) School of Education began offering graduate programs on the Union College and Southern Adventist University (formerly Southern College) campuses. Another campus, Canadian University College, (formerly Canadian Union College), was added in 1983. These programs leading to the Master of Arts degree in Curriculum and Instruction or Administration and Leadership are programmed during summer quarters expressly for the purpose of offering further training and enrichment to Seventh-day Adventist administrators and teachers. Within these programs are certain core courses that are applicable to all graduate programs in the School of Education, La Sierra University. Those who wish to pursue a graduate degree in La Sierra University may elect to take these core courses on an extended campus. The programs are also structured to assist in fulfilling requirements for teaching credentials issued by the General Conference of Seventh-day Adventists, Department of Education. Credentialing responsibility will be assumed by the respective union conference offices of education.

Beginning in 1986, the program in Australia, located on the campus of Avondale College in Cooranbong, New South Wales, offered the Master of Arts degree in administration and leadership and the Master of Arts degree in curriculum and the Master of Arts degree in school counseling. The courses in Australia were offered during their summers, December and January.

Extended campus programs in North America (Alberta, Canada; Lincoln, Nebraska) are authorized by the appropriate Commissions in those areas. Authorizations are renewed based on evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility. For further information on any of the above programs, please write to the Coordinator, Extended Campus Programs, School of Education, La Sierra University, Riverside, CA 92515, or to the appropriate extended campus as follows:

CANADIAN UNIVERSITY COLLEGE
Box 235, College Heights, Alberta, Canada T4L2E5
President: Andrea Luxton
Vice President for Academic Administration: Loren Agrey
Extended Campus Coordinator: Nicole Paradis-Syndenham

UNION COLLEGE
3800 South 48th Street, Lincoln, NE 63506
President: David Smith, Ph.D.
Vice President for Academic Administration: Malcolm Russell
Extended Campus Coordinator: Deborah Bogdon

OPERATIONAL STRUCTURE
The Extended Campus programs are coordinated through the office of the Dean, La Sierra University School of Education, in conjunction with the following committee structure.

PLANNING COMMITTEE FOR EXTENDED CAMPUS PROGRAMS (NORTH AMERICA)
The Planning Committee for Extended Campus Programs in North America consists of the Dean and department chairs of the School of Education, the academic deans and program
coordinates from Canadian University College and Union College, the educational directors of the Mid-America Union Conferences and the Seventh-day Adventist Church in Canada. Additional members will include, as needed, other local campus supporting personnel. The Dean chairs this committee.

The Dean of the School of Education will meet with the union directors and local campus members of the Planning Committee at each campus once per year for the purpose of program planning, review and evaluation. In January or February, in conjunction with the NAD Union Directors meeting, La Sierra University School of Education administrators meet with the directors of education of the participating North American Division union conferences to consider the financial arrangements and other matters for the following summer section.

EXTENDED CAMPUS EXECUTIVE COMMITTEE
The Extended Campus Executive Committee, consisting of the Dean of the School of Education and the department chairs, functions as the ongoing implementation, planning, and evaluation body for all extended campus programs.

EXTENDED CAMPUS PROGRAM COORDINATOR
The program coordinator for each extended campus is appointed by the Extended Campus Planning Committee upon the recommendation of the academic administrators of the host campus. The appointment is done in consultation with the sponsoring union director of education. The extended campus coordinator serves as advisor to students and is responsible for the communication between the extended campus and the School of Education in all matters such as registration materials and procedures, instructor grade reports, teacher evaluations, program changes, etc.

ADMISSION INFORMATION
Applicants seeking admission to the master’s degree program shall have completed a bachelor’s degree and otherwise have met regular requirements for admission to La Sierra University. (See the “Graduate admission information” section of this Bulletin.) Students wishing to enroll for professional enrichment may do so as non-degree students. Courses taken for enrichment may not apply to regular degree programs except by special approval of the School of Education.

Students having any questions concerning Extended Campus Programs should feel free to call the Dean collect at 951/785-2266 or toll free at 800/874-5587. The Fax number is 951/785-2230.

APPLICATION PROCESS FOR CAMPUSES AT THE NORTH AMERICAN LOCATIONS

CONFERENCE TEACHERS
A letter with a brochure describing the program and an application form will be mailed to all teachers in the Canadian and Mid-American Conferences of Seventh-day Adventists.

Completed application forms (including a US$30 application fee for first-time applicants) should be returned to the Office of Admissions and Records, La Sierra University, Riverside, CA 92515. Notification of Admission Committee action will be mailed to first-time applicants. Students are accepted into the program for a period of seven years.

NON-CONFERENCE TEACHERS
Non-conference employees should request an application form from the Dean, School of Education, La Sierra University, Riverside, CA 92515; and return the completed form (including a US$30 application fee for first-time applicants) to the Office of Admissions and Records. Notification of Admission Committee action will be mailed to new applicants. (Non-conference employees will be charged tuition at the current published rates.) Students are accepted into the program for a period of seven years.

REGISTRATION
The respective coordinators of the Extended Campus Programs are responsible for the registration procedures on their own campuses. Students must register prior to the first class session.

TRANSFER CREDIT
Students may transfer 9 quarter units from an accredited graduate institution. Additional units may be transferred by action of the graduate committee.

OFFICIAL TRANSCRIPTS
The applicant must request that official transcripts of all college work taken elsewhere be sent to: Admissions and Records La Sierra University, Riverside, CA 92515.

WHO TO CONTACT
For La Sierra University transcripts send $5.00 (U.S.) for each transcript, along with a signed request to: Office of Admissions and Records, La Sierra University, Riverside, CA 92515. For answers to questions regarding student programs write: Dean, School of Education, La Sierra University, Riverside, CA 92515. For housing at the extended campus write: Extended Campus Coordinator (local campus).

FINANCIAL INFORMATION
Employees authorized by their respective union conferences and accepted into the Master of Arts degree program will receive full tuition scholarships for the approved extended campus program. Students not on a union conference scholarship program will pay regular La Sierra University summer tuition rates.

LIBRARY FACILITIES
Library facilities located on the respective campuses will be available to Extended Campus students. Additionally, reciprocity with local university libraries has been established. The extended campus coordinator and the librarian on the Extended Campus will provide guidance to library users.
ACADEMIC INFORMATION

ADVISEMENT
Academic advisement will be handled by the extended campus coordinator on each campus and the department chairs in the School of Education. The four major stages of the master’s degree program are:

Stage I: ADMISSION
1. An application and $30 fee must be submitted to the Admissions and Records La Sierra University
2. Meet admission requirements

Stage II: PROGRAM DEVELOPMENT AND DEPARTMENTAL APPROVAL
(before completion of 15 units)

Stage III: ADVANCEMENT TO CANDIDACY, 27-30 units
1. Completion of basic requirements
2. Completion of 27-30 units of the program with a grade point average of 3.00 or above
3. Written application for candidacy

Stage IV: PROGRAM COMPLETION, 45 UNITS
1. Written application for graduation
2. Completion of coursework with a grade point average of 3.00 or higher
3. Completion of written comprehensive examination

GRADE REPORTS
Grades are available on the World Wide Web after the end of the La Sierra term for which the students were registered.

CREDITS
All credits earned at La Sierra University are quarter units and are equivalent to any degree courses offered on the La Sierra campus. Credits are transferable to other institutions at the discretion of the receiving institution.

GPA
To be eligible for graduation, the graduate student must earn a grade point average of 3.00 or above at the master’s degree level.

COURSE LOAD
Twelve units is the maximum number of units a student may take during the summer term.

IP GRADES
All short term courses require pre- and post-assignments. For such courses, students will be issued an “In Progress” (IP) grade. (For IP grade policies, see “Grades and grade points” under “Graduate academic practices,” in Section I of this Bulletin.)
C. Edward Boyatt, 1998. Professor of Administration and Leadership
Ed.D. University of Southern California 1979

Steve Pawluk, 2007. Professor of Administration and Leadership
Ed.D. Montana State University 1992

COLLABORATING FACULTY

George Araya
Ed.D. Loma Linda University 1991

William Behrens
Ed.D. University of Laverne 2000

Timothy Hoch
Ed.D. Loma Linda University 1984

Roosevelt McKenzie
Ed.D. Loma Linda University 1983

Charles McKinstry
J.D. University of San Diego 1977

Glen Newman
Ed.D. University of Southern California 1979

Norman D. Powell
Ed.D. University of Southern California 1982

Robert Rice
Ph.D. University of Denver, 1990

Wendel Tucker
Ph.D. Miami University 1984

Pamela R. Weissman
M.Ed. Azusa Pacific University 1988

Attainment of this mission is fostered through the discovery of meaning and purpose in the development of administrative and leadership skills and in acquisition of psychological, historical, philosophical, socio-cultural and spiritual insights. Such dimensions are basic to a truly scholarly appreciation of the educational process.

The department, with the support of the other departments of La Sierra University School of Education, offers programs leading to the Master of Arts degree, the Specialist in Education degree, and the Doctor of Education degree. The department offers approved programs leading to a Preliminary Administrative Services Credential and the Professional Administrative Services Credential for the State of California; and the Seventh-day Adventist Administrative Certificate with endorsements in elementary and secondary principalship, supervision, and superintendency of schools.

The comprehensiveness of course offerings and the extensiveness of library holdings and other resources for study and research, coupled with the quality and diversity of faculty and students, contribute to the excellence of the various degree programs. La Sierra University is located in a large concentration of public and Seventh-day Adventist elementary and secondary schools, colleges, and universities. This provides excellent opportunities for field experiences.

There is a constant need for highly qualified administrators and leaders. Effective leadership requires and deserves the finest quality of specialized preparation.

The department provides programs designed to prepare individuals for leadership positions in school and nonschool settings. Department graduates hold positions such as principal, superintendent, supervisor, team leader, teacher, chairperson, residence hall dean, college administrator, school public relations officer, university and college professor, school business manager, government and private agency leader, pastor, and health services leaders.

Graduate assistantships may be awarded to a limited number of outstanding graduate students who have been admitted to the School of Education or who are eligible for admission. Prospective students seeking graduate assistantships or other financial assistance should make application by February 1.
DEGREES
The department provides programs leading to the following graduate degrees. Requirements for obtaining these degrees may be found in the School of Education Degree Requirements section of this Bulletin:

Master of Arts (M.A.)
Specialist in Education (Ed.S.)
Doctor of Education (Ed.D.)

CREDENTIALS
The department provides programs leading to the following California and Seventh-day Adventist Credentials; requirements for obtaining these credentials may be found in the School of Education Credential Requirements section of this Bulletin:

California Administrative Services Credential
A. Preliminary
B. Professional
Seventh-day Adventist Administrator with endorsements for:
A. Principal
B. Supervisor of Instruction
C. Superintendent of Schools

COURSES

GRADUATE
EDAD 524 Educational Organization and Leadership (3)
Examines historical and current philosophical trends, legal and ethical issues, sociological forces, issues relating to diverse populations and the educational systems that impact public and non-public school leadership and administration. For persons not specializing in administration, or a beginning course for persons expecting to specialize in administration.

EDAD 540 Personal and Philosophical Aspects of Leadership (3)
Students in this course explore their own leadership styles, philosophical and spiritual perspectives and how those characteristics impact the individual as an educational leader.

EDAD 545 Supervision of Instruction (3)
Designed for principals, superintendents, and instructional supervisors concerned with the improvement of teaching and learning by professional supervision.

EDAD 570 The Human Resources Function in Education (3)
Explanations of personnel policy determination; procedures employed in recruitment, selection, appointment, and induction of personnel; the formulation and administration of salary schedules; provisions for professional welfare and inservice improvement of personnel.

EDAD 574 Legal Aspects of Education (3)
Study of laws, judicial decisions, and constitutional provisions relating to education. Legal principles involved in practical problems of school administration and children’s rights and special services.

EDAD 576 School Administration, K-12 (3)
Focus on principles and theories of administration and leadership of schools. Study of leadership opportunities and responsibilities in areas of purpose, direction, accountability, organization management, personnel relationships, student problems and services, and school community relations.

EDAD 578 Supervised Field Experience at the School Level (1-3)
Actual job performance and observation in public schools. Fulfills the fieldwork requirements for the California Preliminary Administrative Services Credential.
Prerequisite: Recommendation of the department chair; certificate of criminal clearance.

EDAD 579 School Finance (3)
Review of public and nonpublic school revenues and educational finance support programs. Examination of local ability and effort in financing schools. Study of school financial statements and budgets.

EDAD 589 Work Conference (1-6)
Educational conferences, workshops, clinics, experience off campus. May be repeated for additional credit.

EDAD 599 Independent Study in Administration and Leadership (1-6)
Empirical or literature research in educational administration, which results in a written product.
Prerequisite: Recommendation of department chair.

EDAD 640 Professional Development (3)
Designed to assist educational leaders to develop a climate of professional growth in a school or school system, and to develop expertise in planning, implementing, and evaluating such activities as teachers’ institutes, work conferences, clinics, and conventions.

EDAD 645 Legal Aspects of Private Education (3)
A selective examination of legal issues and problems associated with church schools, K-graduate, including tax exemptions, work-study programs, church-state relations, accreditation, compulsory education, disciplinary standards, worship and religious study requirements, and liability. Emphasis on risk management and preventive law.

EDAD 674 Supervision and Evaluation of Instructional Personnel (3)
Designed for principals, superintendents, and instructional supervisors who have been given responsibility for the supervision and evaluation of teachers. Building on a foundation of an effective program of instructional supervision, this course provides rationale and method for educationally and legally sound evaluation of the performance of teachers.
EDAD 675 Administrative Leadership in Higher Education (3)  
Philosophy, theory, objectives, organization, leadership, academic programs, business, development, and student affairs in higher education.

EDAD 676 School and the Community (3)  
A study of the school as it relates to its community. Includes emphasis on effective communication and understanding of the cultural and ethnic dimensions of the community.

EDAD 677 Student Life Administration (3)  
Objectives, organization, and administration of student affairs: student residences, health services, religious programs, government, publications, social life, discipline, recreation, and student records.

EDAD 680 Administration of Educational Programs and Evaluation (3)  
Examination of purposes, theoretical designs, staff and facility needs; appraisal techniques of each educational program. Emphasis on techniques for evaluating schools. Study of criteria of national, regional, state, and professional accrediting associations.

EDAD 684 School Business and Facilities Management (3)  
Study of the functions of school business management. Includes purchasing, budgets and budget operations, principles of sound financial planning and management, and applicable laws and policies. The course includes the study of procedures for planning school facilities and monitoring successful completion of building or major facility improvement projects.

EDAD 686 Administration of School Systems (3)  
Organization and administration of district-level leadership in public schools; local and union conference-level leadership in Seventh-day Adventist schools.

EDAD 687 Leadership in the Organization (3)  
A study of leadership as a unique activity. Emphasis on concepts, perspectives, theory, skills, operationalizing, implementation, evaluation, teaching, and consulting.

EDAD 688 Moral Leadership (3)  
A course focused on the development of a leader as a moral individual based on Christian perspectives. Includes such concepts as ethical behavior and the development of personal spirituality.

EDAD 689 Work Conference (1-6)  
Educational conferences, workshops, clinics, experience off campus. May be repeated for additional credit.  
Prerequisite: Recommendation of the department chair.

EDAD 690 Communication in the Organization (3)  
A study of communication as it affects the work of the leader; emphasis on concepts, perspectives, theory, skills, operationalizing, implementation, evaluation, teaching, and consulting.

EDAD 694 Seminar in Administration and Leadership (1-3)  
Discussion of contemporary issues in school administration by advanced students and/or experienced administrators. Student reports on current issues and the latest readings in administration. Topics chosen based on the needs of the class and each student. Written and oral reports.

EDAD 695 Organizational Systems and Culture (3)  
A study of the dynamics of organizations with emphasis on systems theory and organizational culture.

EDAD 696 Research Project (3)  
Execution and report of a research study in education, with consultation. Student to register for course after consultation with advisor.  
Prerequisite: EDFO 504.

EDAD 697 Supervised Field Experience (1-3)  
Students are placed in responsible positions with administrators in cooperating educational institutions or school systems, under the supervision of a faculty member in the area of educational administration and leadership.  
Prerequisite: Recommendation of the department chair; certificate of criminal clearance.

EDAD 697A Supervised Field Experience / Induction (3)  
Mentored field based experiences for the new administrator. Meets induction requirements for the California Professional Administrative Services Credential.  
Prerequisite: Recommendation of the department chair; certificate of criminal clearance.

EDAD 697B Supervised Field Experience/ Assessment (3)  
Mentored field based experiences for the new administrator. Meets the assessment requirements for the California Professional Administrative Services Credential.  
Prerequisite: Recommendation of the department chair; certificate of criminal clearance.

EDAD 698 Thesis (6)  
Option for graduate degree candidates in education to engage in sophisticated research in the theory and practice of educational leadership.  
Prerequisite: EDFO 504 and approval of the department chair.

EDAD 699 Independent Study in Administration and Leadership (1-6)  
Empirical or literature-based research in educational administration, resulting in a written product.  
Prerequisite: Recommendation of the department chair.

EDAD 798 Doctoral Dissertation (1-12)  
May be repeated to a total of 12 units.  
Prerequisite: Dean’s office and department approval.
Chang-Ho Ji, 1994. Chair, Professor of School Psychology and Counseling
Ph.D. Andrews University 1995
Ph.D. University of California, Riverside 2005

Dora Clarke-Pine, 2002. Associate Professor of School Psychology and Counseling
Ph.D. Andrews University 1995

COLLABORATING FACULTY
Robert Cruise
Ph.D. University of Alabama 1974

Susan Davis
Ed.D. United States International University 1995

Roger M. J. Handysides
Ph.D. California School of Professional Psychology at San Diego 1992

Lennard A. Jorgensen
Ph.D. Andrews University 1993

Shirley McIntyre
Ph.D. Capella University 2003

Matthew B. Perry
Ed.D. La Sierra University 2006

Lori Pendergraft
Ed.S. La Sierra University 1988

Jared Saunders
Ed.S. La Sierra University 2004

OBJECTIVES AND PROGRAMS

Programs and courses in the Department of School Psychology and Counseling provide competencies for numerous careers in educational and psychological helping services. School psychologists develop specialized knowledge and skills for the identification and correction of learning disabilities and for the facilitation of academic, personal, and social development in children and adults at all levels of education. With regard to counselors, residence hall deans are introduced to the philosophy and operational procedures of residence hall counseling and management. Classroom teachers may enhance their abilities to guide the character building and social growth of pupils in their care. Administrators learn the art of communication, group interaction, and personnel consultation.

An educational psychologist learns not only to understand the psychological bases of learning, development, and behavior but also to apply such understandings to the solution of educational and personal problems within the classroom, home, and community. With more advanced programs, opportunities are opened for college teaching, clinical applications, and the practices of psychological services. Professional growth opportunities are also available for those who are less involved with school activities. Church or youth workers may pursue the Christian dimensions of problem solving and decision making. Social workers, career consultants, community agency counselors, health-care providers, juvenile officers, mental health clinicians, and others are offered enrichment, renewal, and certification as they prepare themselves for greater effectiveness in their efforts to serve others.

DEGREES

Three graduate degree programs are offered through the Department of School Psychology and Counseling. For information about how to obtain these degrees, see the “School of Education degree requirements” section of this Bulletin.

- Master of Arts in Counseling (program for a school counseling credential)
- Specialist in Education for School Psychology (program for a school psychologist credential)
- Specialist in Education for Educational Psychology
- Doctor of Education in School Psychology and Measurement
- Doctor of Education in Educational Psychology

It is important for students to keep in mind that admission to a program does not guarantee permission to complete the program. If, during the student’s course of study, the Department of School Psychology and Counseling observes documented behaviors and/or personality/characterological limitations that are inconsistent with the professional expectations for a graduate of the program, it will be necessary for the student to withdraw from the program.

CREDENTIALS

The California Commission on Teacher Credentialing has fully approved and endorsed the La Sierra University credential programs for the following credentials. (See the “School of Education credential requirements” section of this Bulletin.)

- School psychology
- School counseling
When necessary basic requirements are included, coursework taken for the above degrees may also be applied to fifth-year teaching credentials or the Seventh-day Adventist professional endorsement for guidance and counseling. Credential requirements may also be satisfied for community college counseling and student personnel work. A more detailed discussion on credential requirements is given in the credentials section of this bulletin.

**FACILITIES AND SERVICES**
Located in the upper level of the School of Education Building, the Department of School Psychology and Counseling enjoys unique facilities and services in which practical experiences may be combined with theoretical learning. Several small counseling rooms are equipped for video and audio recording, and one-way windows permit individual or group observations under controlled conditions. The confidential Test Library is stocked with specimen sets and research materials for many tests and inventories used by counselors and school psychologists. The Center for Research Facilitation is an integral facility serving all departments within the School of Education.

### COURSES

#### UPPER DIVISION

**EDPC 404 Standardized Testing in Education (3)**
The development of competencies and understandings for selecting administering and interpreting the major types of standardized tests and inventories used in education and counseling; theoretical principles and issues presented together with hands-on applications. Practicum required.

**EDPC 460 The Exceptional Child (3-4)**
A study of the determinants, characteristics, problems, and adjustments of children with mental, physical, emotional, or social disabilities, and of gifted and talented children. Intervention techniques used with children with disabilities, rights of children under the Americans with Disabilities Education Act. Open to upper division, graduate, or postgraduate students only. Credit not allowed for this course and PSHY 464.

#### GRADUATE

**EDPC 504 Standardized Testing in Education (3)**
The development of competencies and understandings for selecting, administering, and interpreting the major types of standardized tests and inventories used in education and counseling. Theoretical principles and issues presented together with hands-on applications. Open to upper division, graduate, and postgraduate students only. Practicum required.

**EDPC 505 Psychological Theories of Instruction (3)**
Theoretical approaches to learning and teaching for the purpose of developing better understandings of the psychological dynamics underlying various learning and classroom practices.

**EDPC 524 Lifespan Development (3)**
The life cycle of human psychological growth and development from infancy to adulthood, with emphasis on the school years. A comprehensive survey of contemporary issues and research in developmental psychology.

**EDPC 540 Principles of Counseling (3)**
A core course which provides a historical and philosophical perspective of the field of counseling. Legal and ethical issues are integrated with a sensitivity to the challenges of diversity. Resources and professional organizations are reviewed to encourage professional development.

**EDPC 554 Education and Career Planning (3)**

**EDPC 555 History, Systems, and Consultation (3)**
This course will expose the candidate to the history of school psychology, school systems and subsystems, and models of school and community consultation methods that can be used to effectively prevent failure and intervene for school success. Attention will also be made to consulting with parents, community agencies (across systems), and others that impact a student’s life in times of extraordinary need.

**EDPC 560 The Exceptional Child (3)**
Advanced study of the determinants, characteristics, problems, and adjustments of children who deviate markedly from the norm in their mental, physical, emotional, or social aptitudes, traits, and tendencies. Emphasis on educational methods and adaptation. Open to upper division, graduate, and postgraduate students only.

**EDPC 561 Counseling Theory and Techniques (3)**
A study of the theory, ethics, and practice of counseling, interviewing, and relating in various school guidance situations. Real and simulated situations using video and tape recorders. 
*Prerequisite: EDPC 540*

**EDPC 562 Counseling Practicum (3)**
An opportunity for the student to participate in the counseling of individuals and groups under supervision, as a laboratory experience, prior to being placed for school-based experience in EDPC 565. Graded on an S/U basis for all students. 
*Prerequisite: EDPC 561.*

**EDPC 564 Group Theory and Procedures (3)**
Group counseling, theories of group-individual interaction, and the group communication process. Designed to give the prospective counselor insight into the development and structure of organized groups.

**EDPC 566 Residence Hall Practicum (1-3)**
Intensive on-site participation in all facets of residence hall administration and counseling, under the direction of an experienced dean. A minimum of 40 hours of full-time involvement required for each unit of credit. Graded on an S/U basis for all students.
EDPC 568 Community-Agency Counseling (1-3)
Supervised, practical training and counseling experience in clinics or agencies not directly administered by an elementary or secondary school. Approximately 150 hours required under the direction of an appropriately credentialed supervisor. Applicable only to the noncredential program. May not be repeated for additional credit.
_Prequisite:_ Departmental approval, at least six weeks prior to placement. Health, character, and criminal clearances. EDPC 540, 561, 562 (may be concurrent with 562).

EDPC 573 School Psychology and Counseling Ethics and Law (3)
This course will expose the candidate to ethical issues and decision making skills within school psychology and counseling. Distinctions between ethical and ethical legal mandates will be made. Case studies will be utilized to give the student concrete examples and experience in critically thinking through the issue(s). Attention to multi-cultural/multi-contextual issues will take place throughout the course.

EDPC 577 Directed Readings (1-4)
Assigned readings in current journals, textbooks, or other library sources for the purpose of specialized learning in selected topics or for updating previous studies. Typically requires a report in the form of a written summary, precis, or topical paper. Requires a Directed Study/Title form at time of registration. Graded on an S/U basis only.
_Prequisite:_ Consent of the department chair.

EDPC 589 Work Conference (topic to be supplied) (1-3)
Group discussion and activities with topics of practical concern for counselors, school psychologists, and others interested in the pupil personnel services profession. Topics selected according to interest and demand or to meet specific program needs.

EDPC 599 Independent Study in EDPC (1-3)
The application of research methodology to the investigation of a limited, localized problem or program evaluation. Typically requires a written report in a format suitable for journal publication. Requires a Directed Study/Title form at time of registration. Graded on an S/U basis only.
_Prequisite:_ EDFO 504; consent of the department chair.

EDPC 607 Dynamics of Personality (3)
Factors contributing to personality development and adjustment, including theoretical explanations of behavior. Implications for effective intellectual, emotional, and social functioning.

EDPC 631 Psychopathology (3)
A study of the etiology, clinical presentation, and treatment choices for behavioral disorders. The DSM-IV diagnostic criteria will be studied with a sensitivity to cultural and ethnic issues.

EDPC 640 Neuropsychology (3)
This course will expose the candidate to two basic areas of study within a pre-grade 12 context: (1) neuroanatomy and brain functioning, and (2) neuropathology and brain dysfunction. Attention will also focus on assessment in neuropsychology as it is applied to the school setting.

EDPC 650 Mental Exceptionality (3)
The etiology, characteristics, and diagnosis of children whose cognitive functioning deviates from the norm. Implications for school and family considered for retardates, learning handicapped, and the mentally gifted.
_Prequisite:_ EDPC 460/560.

EDPC 664 Assessment of Individual Intelligence I (3)
An overview of the theories of intelligence and their impact on assessment procedures. Supervised experience in the administration, scoring, and interpretation of the Wechsler Scales, and an introduction to report writing. Practicum required.
_Prequisite:_ EDPC 404/504.

EDPC 665 Assessment of Individual Intelligence II (3)
Supervised experience in the administration, scoring, and interpretation of the Stanford-Binet, Leiter, and other assessments of cognitive functions. Emphasis on alternative assessment measures for minority and culturally disadvantaged students. Instruction and experience in writing person-centered reports. Practicum required.
_Prequisite:_ EDPC 664.

EDPC 666 Intervention Methods and Consultation (3)
Strategies for facilitating growth and development through problem prevention and early intervention in the education of exceptional pupils and those at risk in school. A case study approach including consultation techniques involving school personnel, parents, and community resources.

EDPC 667 Assessment of Learning Development (3)
A practicum in diagnosis and remediation of learning difficulties, with emphasis on academic and perceptual assessment. Includes the utilization of a wide range of individual and group assessment instruments in laboratory and school situations.
_Prequisite:_ EDPC 664.

EDPC 668 Assessment of Personal Adjustment (3)
Theory, methods, and instruments for assessing personality traits and social adjustment. Competencies developed with various types of personality inventories and projective techniques.
_Prequisite:_ EDPC 664.

EDPC 670 School Psychology Seminar (3)
A casework practicum in preparing comprehensive individual education programs for normal and exceptional pupils in grades K-12. Includes procedures for parents and staff, inservice training of teachers, and program evaluation.
_Prequisite:_ EDPC 650, 664, 665, 667, 668.

EDPC 671 Psychological Report Writing Seminar (2)
In this course, candidates synthesize information from all areas covered in assessment courses into comprehensive psychological reports.
_Prequisite:_ EDPC 650, 664, 665, 667, 668.

EDPC 674 School Psychology Practicum (150 hours) (1)
The practicum course will expose the candidate to beginning experiences and issues that school psychologists face. Candidates
will apply referral questions and data collection strategies along with practice making appropriate assessment choice, administration, scoring, and report writing. Ethical decision-making will be practiced whilst making these applications. Hours for this portion of the practica are typically acquired from the lab portion of the four assessment courses. In addition to these initial specific experiences, candidates will be placed in a field experience with a credentialed school psychologist who will supervise agreed upon experiences such as: collaboration and consultation, wellness promotion, counseling and crisis intervention, educational planning and evaluation, and program planning and evaluation.

Prerequisite: For the nonlab portion, department approval at least six weeks prior to placement and completion of EDPC 664, 665, 667, and 668.

EDPC 675 Field Practice in School Psychology (300 HOURS) (1-3)
The field practice course will expose the candidate to a broad base of experiences and issues that school psychologists face in multi-cultural/contextual settings. Building on initial experiences in EDPC 674, candidates will apply referral questions and data collection strategies along with practice making appropriate assessment choice, administration, scoring, and report writing. Ethical decision-making will be practiced whilst making these applications. Hours are typically acquired from two school levels of pre-grade 12 so that candidates will have opportunities for diverse experiences. Candidates will fulfill this field experience with a credentialed school psychologist who will supervise agreed upon experiences such as: individual assessment, collaboration and consultation, wellness promotion, counseling and crisis intervention, educational planning and evaluation, and program planning and evaluation.

Prerequisite: Departmental approval at least six weeks prior to placement, completion of 24 units of school psychology coursework (second year), including EDPC 664, 665, 667, 668, 670, 671 (may be concurrent with EDPC 670 and 671); health, character, and basic skills clearances

EDPC 676 School Psychology Internship (1,200 hours) (4-12)
The internship credential is the culminating experience prior to receiving the California State Credential in school psychology. During this time, candidates have the opportunity to demonstrate the full range of skills acquired during formal training and initial practica and field experiences, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff. Candidates will fulfill this internship experience with a credentialed school psychologist who will provide face-to-face supervision in agreed upon experiences such as: individual assessment, collaboration and consultation, wellness promotion, counseling and crisis intervention, educational planning and evaluation, and program planning and evaluation.

EDPC 694 Seminar in School Psychology and Counseling (2-3)
Study of contemporary issues and topics in student personnel activities or in school psychological services. Topics selected according to interest and demand or to meet specific program needs.

May be repeated for credit.

A. Individual and Cultural Differences (3)
The application of differential psychology to testing, learning, and school psychology procedures. Emphasis on cross-cultural, ethnic, and sex differences.

B. Personal Development in the Classroom (2-3)

EDPC 696 Research Project (3)

EDPC 698 Thesis (6)

EDPC 699 Directed Study (1-4)

EDPC 701 Seminar: Politics and Issues in Educational Testing (3-4)
Examines political issues, public opinion, and various psychological and educational research findings related to school psychology, educational psychology, school policy, and education in general. This class requires the completion of an individual research project.

EDPC 705 Seminar: Intervention, Consultation, and Assessment (3-4)
Analysis and discussion of the various roles of the professional consultant in the school setting. Topics include but are not limited to special needs requiring intervention and psychodiagnostic testing, the various intervention strategies and techniques employed when such intervention is required, and the purpose and goals of assessment.

EDPC 711 Seminar: Biological Psychology (3-4)
Programs fundamental research on education and assessment-related neuroscience and its implications for learning theory and practice and psychological assessment. The symbiotic nature of brain function examined, compared, contrasted and aligned with current psychological assessment and classroom instructional applications.

EDPC 715 Seminar: Alcohol and Drug Addiction (3-4)
Programs recent research regarding how alcohol and various drugs affect brain chemistry. Assessment and diagnosis, a biopsychosocial model regarding etiology, and viable prevention and intervention models are also examined.
Anita O. Oliver, 1990. Chair; Professor of Curriculum and Instruction
Ph.D. University of Wisconsin—Madison 1993
Curriculum and Instruction, Educational Policy Studies

Sandra J. Balli, 2005. Associate professor of Curriculum and Instruction
Ph.D. University of Missouri 1995

Linda Caviness, 1999. Professor of Curriculum and Instruction
Ph.D. Andrews University 2001
Leadership, Cognitive Science

Lolita Davidson, 2006. Associate Professor of Curriculum and Instruction
Ed.D. La Sierra University 1991
Curriculum and Instruction

Sandra Green, 2006. Associate Professor of Curriculum and Instruction
Ed.D. La Sierra University 2002
Curriculum and Instruction, Special Education

Elissa Kido, 2001. Professor of Curriculum and Instruction
Ed.D. Boston University 1980
English Education

COLLABORATING FACULTY

Wendi Anderson
Ed.D. La Sierra University 2007
Administration and Leadership

Melvin D. Campbell
Ph.D. Purdue University 1963
Chemistry

Claudia Correa
Ed.D. La Sierra University 2007
Curriculum and Instruction, Sociology of Education, TESOL

Sylvia Gallegos
Credentials Analyst

Douglas Herrmann
Ed.S. La Sierra University 1992
Administration and Leadership

Janet Mallery, 1996.
Ed.D. Loma Linda University 1989
Curriculum and Instruction

Denine Matsuda
M.A. California State University Los Angeles 1996

Wallace D. Minder
Ed.D. Loma Linda University 1984
Administration

Tonya R. Perry
Ed.D. La Sierra University 2006
Curriculum and Instruction, School Psychology

Pamela Ramsey
M.A. La Sierra University 1993
Special Education

Beverly Russell
Ed.S. University of Nebraska 1982

Dorita West
M.A. La Sierra University 1986
The Department of Curriculum and Instruction seeks to develop (through degrees and credentials) competent, professional educators who are prepared to serve effectively in the Seventh-day Adventist school system, public schools, and private schools.

DEGREES
The department’s major purpose is to provide opportunities for educators seeking advanced degrees. The Master of Arts in Teaching is a degree that prepares a student for a North American Division Certificate and a State of California Professional Credential. The Master of Arts degree in Curriculum and Instruction has several choices of areas of concentration, and for special education (learning handicapped). The Specialist in Education (Ed.S.) degree and the Doctor of Education (Ed.D.) degree are available for those who wish to pursue a specialty in Curriculum and Instruction. For information about how to obtain these degrees, see the “School of Education degree requirements” section of this Bulletin and consult the Chair of the Department of Curriculum and Instruction.

TEACHING CREDENTIALS
The School of Education, in collaboration with the College of Arts and Sciences, offers programs leading to teaching credentials issued by the Pacific Union Conference of Seventh-day Adventists, Department of Education; and by the State of California Commission on Teacher Credentialing. Preparation for elementary and secondary school teaching credentials is available through the Department of Curriculum and Instruction.

Application for a credential may be made through the School of Education Credential Office when all statutory requirements have been met. (See “Credential information” in this BULLETIN.) An outline of steps toward the completion of the credential programs will be given to the student upon acceptance into the Teacher Preparation Program. It is the student’s responsibility to be familiar with all provisions in this Bulletin and to consult regularly with advisors in the Department of Curriculum and Instruction.

COURSES

LOWER DIVISION

EDCI 204 Teaching in the Multicultural Classroom  (3)
This is the first course en route to a teaching credential. In addition to an introduction to the history of public and private education, the following topics are covered: motivation, lesson design, teaching strategies, discipline and management, and professionalism. An observation component is based on these last five areas. This course is required for admission to teacher education. ELD components Mild/moderate disabilities are addressed.

EDCI 408 Teaching Student Missionary  (3)
Students planning to be teaching student missionaries in the following year are required to take this course. It consists of an on-campus intensive in how to teach and must be accompanied by EDCI 409. It is required prior to becoming a teaching student missionary.

EDCI 409 Teaching Student Missionary Fieldwork  (3)
This is a three-unit fieldwork placement at the mission site. The student is required to complete required activities and coursework for this placement. The student will be observed and evaluated by a person at the mission site.

EDCI 410 Classroom Management  (2)
This course focuses on classroom management and discipline. It examines a variety of strategies for effective classroom management and acceptable classroom practice.

EDCI 410L Classroom Management Laboratory  (1)
This laboratory experience provides opportunity for the credentials candidate to interview teachers, and observe and practice good classroom management techniques.

EDCI 414 Reading K-8  (4)
Reading is designed to aid the prospective teacher in developing knowledge and skills in the teaching of developmental reading in grades K-8. The specific components of the reading process are examined as well as appropriate methods and materials to be used in instruction. Assessment of students’ strengths and weaknesses relative to the reading act, the development of curriculum objectives and planning of instruction are also included. ELD and mild/moderate disabilities components are addressed.
Prerequisites: EDCI 204, EDFO 305 or EDCI 507; acceptance into the Teacher Education Program.

EDCI 414L Reading K-8 Laboratory  (1)
Application of skills and knowledge are provided through a fieldwork experience in which class members instruct groups of students in the elementary or junior high school reading class. Must be taken in conjunction with EDCI 414.

EDCI 415 Mathematics K-8  (3)
The purpose of this course is to explore content knowledge, learning theory, and instructional strategies relevant to teaching mathematics in a linguistically, culturally, and economically diverse student population. Emphasis is placed on basic skills, manipulatives, problem solving, mathematical connections, estimation, mental math, assessment, cultural diversity, calculators, and computers as an integral part of teaching mathematics.

EDCI 415L Mathematics K-8 Laboratory  (1)
This practicum is provided in a multicultural classroom where students may develop their teaching skills by putting theory into practice. Must be taken in conjunction with EDCI 415.

EDCI 416 Language and Literacy K-12  (3)
Development of an integrative approach to teaching language, writing and basic language skills necessary for a successful use of the English language in both elementary and secondary schools. ELD components Mild/moderate disabilities are addressed.
Prerequisite: EDCI 204; EDFO 305; acceptance into Teacher Education.
EDCI 417 Culture, Society, Religion, and Ethics (4)
This course will focus on pedagogy, theory, research and practice related to the historical, legal, social, political, religious and economic understandings of multiple linguistic and cultural groups as they relate to education in California. Students will demonstrate their ability to appropriately use English to teach and communicate. There will be a focus on use of appropriate materials and the ability to plan equitable lessons. A study will be made of teaching religion, values, and spirituality in Adventist schools, teaching about religion in public schools and the practice of ethical and moral teaching.
Prerequisite: EDCI 204; EDFO 305; acceptance into Teacher Education.

EDCI 418 Science and Health K-8 (2)
Identifies the scope, sequence, methods, materials, and equipment utilized in teaching science and health. Coordinates the student’s learning experience in science and health among the home, school, and community. ELD components addressed.
Prerequisite: EDCI 204; EDFO 305; acceptance into Teacher Education.

EDCI 419 Curriculum and Instruction: Reading in the Content Areas (4)
Designed to assist the prospective single subject teacher to acquire knowledge and skills in teaching reading. The specific components of the reading process are examined as well as appropriate methods and materials to be used in reading instruction. Assessment of students’ strengths and weaknesses relative to the reading act, the development of curriculum objectives, and planning of instruction are also included. Applications of skill and knowledge are provided through a practicum, in a single subject classroom. ELD components Mild/moderate disabilities are addressed.
Prerequisite: EDCI 204; EDFO 305; acceptance into Teacher Education.

EDCI 419L Reading in the Content Area Laboratory (1)
Application of skills and knowledge are provided through a fieldwork experience in which class members instruct groups of students in the secondary reading class. Must be taken in conjunction with EDCI 419.

EDCI 420 Curriculum Strategies for Students with Mild/ Moderate Disabilities (3)
Strategies for teaching students with mild/moderate disabilities in Reading, Language and Literacy, Mathematics, and Science and Health. The emphasis is on specific pedagogical strategies. Other special education issues are addressed.
Prerequisite: Completion of all required courses for a teaching credential.

EDCI 425 Student Teaching in the Elementary School (3-18)
Provides the supervised teaching experience required for state and Seventh-day Adventist credentials. Weekly seminar on the organization and management of the classroom, discipline, and other relevant issues. Eighteen weeks of full-time participation is required.
Prerequisite: EDCI 204, 414, 415, 416, 417, 418; EDFO 305; Acceptance into the Teacher Education Program; FBI and DOJ Clearance.CBEST, CSET, TB test, CPR, U. S. Constitution requirement, acceptance into Student Teaching.

EDCI 428 Curriculum and Instruction in Special Education (3-4)
Study of practices and trends in educational programming for all exceptional students. Includes the development of knowledge and skills in defining objectives, planning instruction, assessment, evaluation of children with special needs, and program evaluation. Provides practicum in special schools and classes for disabled.
Prerequisite: EDPC 460

EDCI 429 Middle School Theory (2)
This course is designed to prepare the in-service middle school or secondary teacher to
1. Develop skills in the use of a wide variety of teaching strategies, 2. gain a knowledge and understanding of classroom organization and planning,
3. Understand and teach to the various diverse student population,
4. Understand the professional, historical, and political issues involved in teaching, and
5. Understand the use of curriculum frameworks for the State of California and the North American Division of Seventh-day Adventists.
Prerequisite: EDCI 204; EDFO 305; acceptance into the Teacher Education Program.

EDCI 429L Middle School Theory Laboratory (1)

EDCI 430 Secondary Theory and Practice (2)
Examines current theories of secondary education and practice. Involves selecting and organizing learning materials and opportunities. Identifies appropriate teaching strategies, provides instruction in developing course outlines and unit plans. Deals with organization, management, and discipline of the classroom.

EDCI 430L Secondary Theory and Practice Laboratory (1)
A field experience is required for application of skills learned in the course. The field experience will be in a single subject classroom. Must be taken in conjunction with EDCI 430.

EDCI 432 Instructing the Learning Handicapped (3-4)
A study of educational models and strategies for teaching the learning handicapped students. Includes an investigation of the characteristics of students with learning problems, as well as instructional techniques for promoting maximum cognitive and social development, and an emphasis on the use of computers in the curriculum. A 25 hour practicum of observation and instruction is a component of this course.
Prerequisite: EDCI 564 or EDPC 460.
EDCI 433 Instructing Students with Behavior Disorders  (3)
Designed to aid special education and regular education teachers to maximize educational experiences for students with behavior disorders in elementary and high schools. The emphasis is on forces which impact on student behavioral, academic, social, and communication skills in students with behavior disorders. (See EDCI 519.)

EDCI 456 Student Teaching of Religion in Secondary Schools  (9)
Provides the supervised teaching experience required for Seventh-day Adventist credentials. Weekly seminar on the organization and management of the classroom and other relevant issues.  
Prerequisite: EDCI 204, 417; EDFO 305; acceptance into Student Teaching Program.

EDCI 457 Student Teaching in the Secondary School  (3-18)
Provides the supervised teaching experience required for state and Seventh-day Adventist credentials. Weekly seminar on the organization and management of the classroom and other relevant issues.
Prerequisite: EDCI 204, 416, 419,429, 430; EDFO 305; acceptance into Student Teaching Program; acceptance into Teacher Education Program; CSET; CBEST; CPR; TB Test; U. S. Constitution requirement; FBI and DOJ certificate of clearance.

EDCI 464 Special Education in the Regular Classroom  (3)
Identifies emerging responsibilities of the regular educator for the education of children with special needs. Methods of identifying such children and developing for them individualized programs and appropriate teaching strategies.

EDCI 499 Projects and Topics in Curriculum and Instruction  (1-3)
Individual research and study under the guidance of a curriculum instructor. A minimum of 30 clock hours of study time is expected for each unit of credit. Approval by the instructor and department chair required.

**GRADUATE**

EDCI 502 Teaching in the Multicultural Classroom  (3)
This is the first course in route to a California teaching credential and for North American Division certification. In addition to an introduction to the history of public education, the following topics are covered: motivation, lesson design, teaching strategies, discipline and classroom management and professionalism. An observation component is based on these last five components. This course is required for admission to teacher education. ELD, components and mild/moderate disabilities are addressed.

EDCI 503 Health Perspectives for Teachers  (3)
A survey of health principles applied to daily living taught from a Christian perspective. Topics include mental, alcohol and drug related problems, sex education, nutrition, disease and safety education. This course meets the certification requirements for the North American Division and credential requirements for the State of California in health education for teaching credentials.

EDCI 504 Philosophical Aspects of Christian Education  (3)
The foundational course which integrates the education of the spirit, the body, and the mind. This course provides a framework for future research and scholarly pursuits. Meets the credentials requirement for the class Principles of Seventh-day Adventist Education, utilizing the structure of philosophy as a way of examining these principles.

EDCI 506 Learning and Assessment  (3)
A practical introduction to the principles and techniques of designing evaluation activities and tests for measuring classroom learning and instructional products. Includes criterion-referenced approaches, formative and summative instruments, critical incident observations, and other related measurement concepts.

EDCI 507 Psychological Theories of Instruction  (3)
Theoretical approaches to learning and teaching for the purpose of developing better understandings of the psychological dynamics underlying various learning and classroom practices.

EDCI 510 Classroom Management  (2)
This course focuses on classroom management and discipline. It examines a variety of strategies for effective classroom management and acceptable classroom practice.

EDCI 510L Classroom Management Lab  (1)
This laboratory experience provides opportunity for the credentials candidate to interview teachers, and observe and practice good classroom management techniques.

EDCI 511 Advanced Safety and Health in Education  (3)
Safety and health, including the physical, mental, emotional and social aspects of the individual student and school site, are dealt with in terms of maximizing student achievement. Specific strategies for prevention and intervention are included. Federal and state laws, district policies, and school site implementation are discussed. Twenty hours of fieldwork are included.

EDCI 512 Faith and Learning  (3)
This course examines contemporary thinking about spirituality, world views, epistemology, ontology, and axiology as they relate to Christian and public education. The focus is on the development of educators who are critical thinkers that are able to examine, evaluate and synthesize values, spirituality, and education.

EDCI 513 Advanced Study of Teaching English Learners  (3)
In this course, each candidate builds on the knowledge, skills and abilities acquired during the professional Teacher Education program for the delivery of comprehensive, specialized instruction for English learners. Thirty hours of fieldwork is required.

EDCI 514 Curriculum Planning  (3)
Provides an overview of current and historical philosophical trends; studies issues related to curriculum; examines issues of gender and cultural/ethnic diversity; and reviews the basis for curriculum development in a democratic society.
EDCI 516 Computers in the Curriculum (3)
Designed to develop teacher skills in computer-assisted and computer-managed instruction against a background of the legal, social, and ethical issues related to the use of educational technology. Meets computer requirements for the California State Clear Teaching Credential and the North American Division educational technology initial and renewal certification requirements.

EDCI 517 Contemporary Praxis in Education, K-12 (3)
Examines current methodological trends, procedures for instruction, and opportunities for developing materials and assessment. Experience in describing appropriate learning activities and evaluating student progress.

EDCI 518 Reading in the Content Area (4)
Designed to assist the prospective single subject teacher to acquire knowledge and skills in teaching reading. The specific components of the reading process are examined, as well as appropriate methods and materials to be used in reading instruction. Assessment of students' strengths and weaknesses relative to the reading act, the development of curriculum objectives, and planning of instruction are also included. Applications of skill and knowledge are provided through a practicum, in a single subject classroom. ELD and mild/moderate disabilities components addressed.

Prerequisite: EDCI 204; EDFO 305 or EDCI 507; acceptance into Teacher Education Program.

EDCI 518L Reading in the Content Area Laboratory (1)
Application of skills and knowledge are provided through a fieldwork experience in which class members instruct groups of students in the secondary reading class. Must be taken in conjunction with EDCI 518.

EDCI 519 Principles and Practices of Discipline (3)
Examines certain basic principles of discipline, reviews a variety of philosophical approaches to discipline, and identifies practical procedures for administrators and teachers by which to attain and maintain acceptable school and classroom management. (See EDCI 533.)

EDCI 520 Reading K-8 (4)
Reading is designed to aid the prospective teacher in developing knowledge and skills in the teaching of developmental reading in grades K-8. The specific components of the reading process are examined as well as appropriate methods and materials to be used in instruction. Assessment of students’ strengths and weaknesses relative to the reading act, the development of curriculum objectives and planning of instruction are also included. ELD and mild/moderate disabilities components are addressed.

Prerequisites: EDCI 204, EDFO 305 or EDCI 507; acceptance into the Teacher Education Program

EDCI 520L Reading K-8 Laboratory (1)
Application of skills and knowledge are provided through a fieldwork experience in which class members instruct groups of students in the elementary or junior high school reading class. Must be taken in conjunction with EDCI 520.

EDCI 521 Mathematics K-8 (3)
The purpose of this course is to explore content knowledge, learning theory, and instructional strategies relevant to teaching mathematics in a linguistically, culturally, and economically diverse student population. Emphasis is placed on basic skills, manipulatives, problem solving, mathematical connections, estimation, mental math, assessment, cultural diversity, calculators, and computers as an integral part of teaching mathematics.

EDCI 521L Mathematics K-8 Laboratory (1)
This practicum is provided in a multicultural classroom where students may develop their teaching skills by putting theory into practice. Must be taken in conjunction with EDCI 521.

EDCI 522 Language and Literacy K-12 (3)
Development of an integrative approach to teaching language, writing and basic language skills necessary for a successful use of the English language in both elementary and secondary schools. CLAD components addressed.

Prerequisite: EDCI 204; EDFO 305 or EDCI 507; acceptance into Teacher Education Program.

EDCI 523 Culture, Society, Religion, and Ethics (4)
This course will focus on pedagogy, theory, research and practice relating to the historical, legal, social, political, religious and economic understandings of multiple linguistic and cultural groups as they relate to education in California. Students will demonstrate their ability to appropriately use English to teach and communicate. There will be a focus on use of appropriate materials and the ability to plan equitable lessons. A study will be made of teaching religion, values, and spirituality in Adventist schools, teaching about religion in public schools and the practice of ethical and moral teaching.

Prerequisite: EDCI 204; EDFO 305 or EDCI 507; acceptance into Teacher Education Program.

EDCI 524 Student Teaching in the Elementary School (1-18)
Provides the supervised teaching experience required for state and Seventh-day Adventist credentials. Weekly seminar on the organization and management of the classroom, discipline, and other relevant issues. Eighteen weeks of full-time participation is required.

Prerequisite: EDCI 204, 414 or 520, 415 or 521, 416 or 522, 417 or 523, 418 or 527; EDFO 305 or EDCI 507; Acceptance into the Teacher Education Program; FBI and DOJ Certificate of Clearance. Acceptance into Student Teacher Education; CBEST; CSET; TB Test; CPR; U. S. Constitution requirement. TPAS 1 and 2.

EDCI 525 Elementary Intern Fieldwork (1-18)
Offers an internship teaching program in collaboration with the local conference or district and the School of Education. Fills the need of currently employed teachers who have completed all the requirements for the basic credential, with the exception of student teaching.

Prerequisite: EDCI 204, 414 or 520, 415 or 521, 416 or 522, 417 or 523, 418 or 527; EDFO 305 or EDCI 507; Acceptance into the Teacher Education Program; FBI and DOJ Certificate of Clearance. Acceptance into Student Teaching; CBEST; CSET; TB Test; CPR; U. S. Constitution requirement.
EDCI 526 Organization and Management of Multigrade Schools (3)
Designed for teachers in one- and two-teacher schools. A study of such topics as curriculum integration; daily and weekly schedules; relationships with board, constituency, and conference; maintenance of cumulative records and register; testing programs; care of facilities; and ordering of supplies.

EDCI 527 Science and Health K-8 (2)
Identifies the scope, sequence, methods, materials, and equipment utilized in teaching science and health. Coordinates the student's learning experience in science and health among the home, school, and community. ELI components addressed. 
Prerequisite: EDCI 204; EDFO 305 or EDCI 507; acceptance into Teacher Education Program.

EDCI 528 Curriculum and Instruction in Special Education (3)
Study of practices and trends in educational programming for all exceptional students. Includes the development of knowledge and skills in defining objectives, planning instruction, assessment, evaluation of children with special needs, and program evaluation. Provides practicum in special schools and classes for the handicapped.
Prerequisite: EDCI 460 or EDCI 560.

EDCI 529 Middle School Theory (3)
This course is designed to prepare the in-service secondary teacher to (1) develop skills in the use of a wide variety of teaching strategies, (2) gain a knowledge and understanding of classroom organization and planning, (3) understand and teach to the various diverse student population, (4) understand the professional, historical, and political issues involved in teaching, and (5) understand the use of curriculum frameworks for the State of California and the North American Division of Seventh-day Adventists.
Prerequisite: Acceptance into the Teacher Education Program; EDCI 204; EDFO 305 or EDCI 507; acceptance into Student Teaching; TpAs 1 and 2.

EDCI 529L Middle School Theory Laboratory (1)

EDCI 530 Secondary Theory and Practice (3)
Examines current theories of secondary education and practice. Involves selecting and organizing learning materials and opportunities. Identifies appropriate teaching strategies, provides instruction in developing course outlines and unit plans. Deals with organization, management, and discipline of the classroom.
Prerequisite: Acceptance into Teacher Education Program; EDCI 204; 529; EDFO 305 or EDCI 507; TPAs 1 and 2.

EDCI 530L Secondary Theory and Practice Laboratory (1)
A field experience is required for application of skills learned in the course. The field experience will be in a single subject classroom. Must be taken in conjunction with EDCI 430.

EDCI 532 Instructing Students with Mild/Moderate Disabilities (3)
A study of educational models and strategies for teaching the learning disabled students. Includes an investigation of the characteristics of students with learning problems, as well as instructional techniques for promoting maximum cognitive and social development, and an emphasis on the use of computers in the curriculum. A 25-hour practicum of observation and instruction is a component of this course.

EDCI 533 Instructing Students with Behavior Disorders (3)
Designed to aid special education and regular education teachers to maximize educational experiences for students with behavior disorders in elementary and high schools. The emphasis is on forces which impact on student behavioral, academic, social, and communication skills in students with behavior disorders. (See EDCI 519.)

EDCI 534 Fieldwork in Special Education (3-9)
Provides the supervised teaching experiences required for the state Specialist in Special Education (Learning Handicapped) Credential. Includes a weekly seminar.
Prerequisite: Completion of basic generic and advanced specialization courses in special education (learning handicapped) and 9 units of EDCI 425 or 524 for elementary; or EDCI 457 or 556 for secondary.

EDCI 537 Diagnosis of Reading Difficulties (3)
Examines the various causes of reading disabilities and the procedures and instruments for diagnosing reading problems. A practicum is included in which students use formal and informal assessment instruments to identify specific reading problems and develop individualized educational plans.
Prerequisite: EDCI 414 or 520, or 419, or 518.

EDCI 538 Remediation of Reading Difficulties (3)
Examines various instructional procedures, strategies, and materials for remediating reading disabilities in students in special education classrooms and in regular classrooms. A practicum is included in which students plan for instruction and tutor individuals with reading problems.
Prerequisite: EDCI 414 or 520.

EDCI 539 Reading Strategies, K-12 (3)
Explores methods for improving reading instruction in the elementary school by developing a knowledge base and/or skills in the areas of reading in a multicultural classroom. Study is given to sociological and psychological aspects related to reading, methods and materials for evaluation and instruction, and procedures for organizing and implementing instruction.

EDCI 540 Cross Cultural and Bilingual Instruction (3)
The focus of this course is on bilingual/English language acquisition and development. The course gives specific consideration to Hispanic cultures and Spanish language acquisition including theories and models of first and second language development.

EDCI 541 Cultural Diversity and Teaching (3)
Designed to include the study of the nature of culture and how teachers can learn about the cultures of their students. Focus will be on the ways teachers can use their knowledge and
understanding of culture to improve education for students of various cultures. Cultural diversity in California and the United States, cultural contact, cultural demographics and immigration.

EDCI 542 Multicultural Teaching (3)
Focus of this course is the teaching in a bilingual classroom in Spanish. It will examine the historical, cultural, and socioeconomic origins and characteristics of Hispanic cultures. This course will further examine the influences of Hispanic cultures on California and the United States by the study of major historical periods and events, historical and contemporary demographic patterns, relationships between the dominant culture, the culture of emphasis and other cultures.

EDCI 543 Methodology for Primary Language Instruction (3)
This course will focus on developing cultural and language skills of Spanish speakers. It will examine approaches to teaching academic content in Spanish. It will examine methods and organizational strategies for the use of English and Spanish. The course will consider models of teaching in bilingual classrooms and how to select culturally and linguistically appropriate primary and second language materials.

EDCI 545 Brain Science and Learning (3)
Designed to aid all educators in understanding what current brain research reveals about the learning process. Examines and compares current educational practice with neuroscience findings. Encourages development of curriculum that incorporates holistic principles for learning and learning theories.

EDCI 547 The Bible in Curriculum Planning (3)
Explores the question of how faith is integrated with learning, using the perspectives of various educators. Emphasizes Christian principles as found in the Bible, and their applicability to different types of educational settings.

EDCI 550 Instructional Models and Origins of Learning (3)
Investigates major learning theories, the architects of their design, and their application in K-12 education. Students are required to develop their own pedagogical creed.

EDCI 552 Analysis of Curricular Alternatives (3)
Examines trends in and varieties of curricular practices in the United States. Focuses on sociological trends influencing curriculum, including: reform, standards, ideologies and improvement of curricular practices.

EDCI 556 Student Teaching in the Secondary School (1-18)
Provides the supervised teaching experience for state and Seventh-day Adventist credentials. Weekly seminar on the organization and management of the classroom and other relevant issues.
Prerequisites: EDCI 204, 416 or 522, 417 or 523, 419 or 518, 429 or 529, 430 or 530; EDFO 305 or EDCI 507; FBI and DOJ Certificate of Clearance. CBEST, CSET, U. S. Constitution requirements; CPR; TB Test; acceptance into Teacher Education and Student Teaching.

EDCI 557 Secondary Intern Fieldwork (3-18)
Offers an internship teaching program in collaboration with the local conference or district and the School of Education. Fills the need of currently employed teachers who have completed all the requirements for the basic credential, with the exception of student teaching.
Prerequisites: EDCI 204, 416, 417, 419, 429, 430; or EDFO 305; FBI and DOJ Certificate of Clearance. CBEST, CSET, U. S. Constitution requirements; CPR; TB Test; acceptance into Teacher Education and Student Teaching.

EDCI 560 Comparative Curricula (3)
Compares a variety of curriculum designs among the countries of the world, among private and parochial schools, and among state schools. Provides educators with ideas for improving the curricula of the school systems in which they work.

EDCI 562 Early Childhood Education (3)
Investigates approaches to the curriculum for the young child as a basis for the development of an approach unique to the child.

EDCI 564 Special Education in the Regular Classroom (3)
A study of the responsibilities of the regular educator and the special educator for teaching students with special needs. Methods of identifying students with disabilities, planning individualized educational-programs, and developing appropriate teaching strategies are explored. Federal and state laws governing the education of students with special needs are included. Twenty hours of observation is required.

EDCI 565 Administration of Early Childhood Programs (3)
Administration of budgets, supervision of personnel, meal planning, safety, license requirements, salaries, fees, hiring, marketing, policies, which are studied in this course, prepare the student to run and manage a successful early childhood program.

EDCI 566 Group Care Planning (3)
The focus of this course is methods of effective implementation of group care for preschool children. Students learn to plan developmentally appropriate activities, programs, materials, meals, and curriculum. Areas of emphasis include: self-esteem, positive group techniques, program planning, and group management.

EDCI 567 The Child in Family Systems (3)
This course studies the importance of understanding the functions, structures, and importance of family structures. During the course students will study child nutrition, available resources, nurturing and safety issues. Also included are issues of good parenting, and how to recognize neglect and child abuse.

EDCI 568 Early Childhood Development (3)
Throughout this course are theories of child development from birth to 6. Included in this course are implications of practice on the development of the child. Developmentally appropriate activities for physical, cognitive, social and emotional health of children are studied. Students will learn how to recognize developmental milestones and to plan appropriate physical, cognitive, social and language activities.
EDCI 569 Curriculum Development for Early Childhood Education (3)
This course focuses on developmentally appropriate curriculum for early childhood programs. It examines the best and most appropriate practices for children. Specific strategies for content appropriate activities are studied and developed. Students will learn how to plan creative environments appropriate to developmental stages.

EDCI 577 Directed Readings in Curriculum and Instruction (1-4)
The study and method of reporting to be arranged with a curriculum instructor. A minimum of 40 clock hours of study time is expected for each unit of credit. Approval by the department chair is required.

EDCI 578 Fieldwork in Curriculum (3)
Provides opportunity to participate in curriculum planning and development at various educational levels and in a variety of settings.

EDCI 589 Work Conference (1-4)
Educational conferences, clinics, and workshops designed for the development, revision, implementation, and evaluation of curriculum materials such as textbooks, curriculum frameworks, curriculum guides, and courses of study.

EDCI 594 Seminar in Curriculum (1-3)
Discussion of teaching and curricular issues. Specific topics will vary and will be indicated on the student’s transcript.

EDCI 597 Master’s Project (3-6)
As a culminating scholarly experience master’s degree students are required to do a research/writing project. See department chair for details.

EDCI 598 Seminar in Current Trends (3)
The seminar discussions will be based on current thought and writings in curriculum and administrative implementation. Reading will be from the current literature and newsletters from professional organizations. This course is structured to view curricula from both administrative and instructional viewpoints.

EDCI 599 Research Topics in Curriculum and Instruction (2-6)
Individual research and study under the guidance of a curriculum instructor. A minimum of 40 clock hours of study time is expected for each unit of credit. Approval by the instructor and department chair required.

EDCI 601 History and Survey of TESOL (3)
History and development of theories and methods for instruction in and through English including approaches with a focus on English language development and content area instruction. Overview of syllabus design.

EDCI 602 Oral Communication & English Language Learners (3)
Analysis of research, curriculum design, and selection of materials and strategies for the teaching, development, and evaluation of listening/speaking skills in English. Opportunities for practice and observation.

EDCI 603 Curriculum Issues for English Language Learners (3)
Survey of approaches to ESL course and syllabus design, including materials selection, adaptation, development, and evaluation. Students will learn to create and administer original, valid, and reliable ESL assessment tools and to select, adapt, and develop appropriate instructional materials for use in all ESL media: texts, films, audio-tapes, video-tapes, records and programmed materials. Provides students with appropriate classroom management skills. Combines textbook readings, one-on-one consultation with a teacher mentor, and teaching practice and classroom observation in connection with La Sierra University’s English as a Second Language program.

EDCI 604 Written Communication & English Language Learners (3)
Analysis of research, curriculum design, and selection of materials and strategies for the teaching, development, and evaluation of written skills in English. Opportunities for practice and evaluation.

EDCI 605 Cultural Issues for English Language Learners (3)
How to teach students about various aspects of American culture with emphasis on the American outlook, American holidays and the ways Americans think about themselves and others. Participants will be encouraged to compare and contrast values, attitudes and cultural patterns of the United States and other countries of the world.

EDCI 614 Seminar in Early Childhood Education (3)
Study of early childhood, with implications for the curriculum of the preschool child.

EDCI 628 History of Curriculum Design and Development in Higher Education (3)
Includes a study of the history of curriculum in higher education and the political, economic, and social forces in the twentieth century that define the selection, organization, and evaluation of the modern curriculum. American colleges and universities emphasise on general and specialized curriculum will be studied in light of their historical and present constituencies.

EDCI 629 Personalizing Instruction (3)
Examines procedures for individualizing instruction as well as opportunities for developing materials to aid the teacher in the individualization of instruction. Student studies personalization that is based on a solid foundation of cognitive theory, group learning, and pedagogy.

EDCI 630 Pedagogy and Practice in Higher Education (3)
Examines instructional planning and classroom procedures as they apply to academic and clinical training at the postsecondary level. Makes practical applications to classroom and clinical situations.

EDCI 645 Supervision of Instruction (3)
Examines a variety of approaches to the task of supervision. Analyzes the roles and responsibilities of the mentor and master teachers in their supervision of student teachers. Provides information on the legal, ethical, and moral principles of supervision.
EDCI 646 The Development and Implementation of Curriculum (3)
Applies the tools of curriculum organization to the needs of students and considers the variety of approaches which may be used to assist them. Focuses on needs assessment, program development, orientation, implementation, and evaluation.

EDCI 647 Religion in Curriculum Planning (3)
Explores the question of how faith is integrated with learning using the perspectives of various educators. Emphasizes Christian principles as found in the Bible, and their applicability to different types of educational settings. Studies the axiology and epistemology relating to religious curriculum planning.

EDCI 651 Curriculum Development in Higher Education (3)
Examines principles of curriculum development, including the selection, organization, and evaluation of learning experiences. Examines the nature, place, and interrelationship of general and specialized education in higher education.

EDCI 660 Comparative Curricula (3)
Compares a variety of curriculum designs among the countries of the world, among private and parochial schools, and among state schools. Provides educators with ideas for improving the curricula of the school systems in which they work.

EDCI 663 Theories of Early Childhood Education (3)
Examines the nature, place, and interrelationship of general and specialized education in higher education.

EDCI 668 Textbook and Curriculum Materials Analysis (3)
Explores the principles and procedures involved in the analysis and selection of curriculum materials within the framework of a given philosophy of education. Critical examination is made of philosophies, theories, practices and content of materials.

EDCI 670 The Use of Curriculum Materials in Teaching Thinking Skills (3)
Helps educators acquire proficiency in the preparation and development of curriculum materials based on cognitive theory. Offers the students the opportunity to examine theoretical frameworks, and political practices in the development, and use of curriculum materials.

EDCI 674 Curriculum Design in Religious Education (3)
Applies the principles of curriculum planning and design to the unique task of religious education. Examines denominational textbooks and other curriculum materials designed to meet the needs of students K-12.

EDCI 677 Directed Readings in Curriculum and Instruction (1-4)
The study and method of reporting to be arranged with a curriculum and instruction instructor. A minimum of 40 clock hours of study time is expected for each unit of credit. Approval by the instructor and the department chair is required.

EDCI 678 Research of Literature in Curriculum and Instruction (3)
Investigation of current problems and topics relative to research in curriculum and teacher education. Includes a review and critique of doctoral dissertations and a comprehensive analysis of literature on a proposed dissertation topic.

EDCI 689I Glasser Practicum (1-4)

EDCI 694 Seminar in Curriculum and Instruction (1-3)
Discussion of contemporary issues in curriculum and instruction. Topics are chosen on the basis of current issues, concerns, and needs.

EDCI 695 Seminar in Educational Technology (3)
Exploration of contemporary technologies and related issues in curriculum and instruction. Designed to develop teachers’ technical and instructional skills. Meets the computer requirements for the North American Division educational technology renewal certification requirement. May be repeated.

EDCI 696 Research Project (3)

EDCI 698 Thesis (6)

EDCI 699 Research Topics in Curriculum and Instruction (2-6)
Individual research and study under the guidance of a curriculum instructor. A minimum of 40 clock hours of study time is expected for each unit of credit. Approval by the instructor and the department chair is required.

EDCI 798 Doctoral Dissertation (1-12)
May be repeated to a total of 12 units.
Prerequisite: Dean’s office and departmental approval.
OBJECTIVES
The immediate goal of this program is to provide courses for classroom teachers and administrators that will assist them in appropriately integrating technologies with learning and administrative functions. The content of these courses is based on the recommendations of the current leaders in educational technology.

Competencies and Courses
The goals for integrating educational technology are described in twelve competencies. The courses cover topics such as learning theory, the appropriate use of the Internet, using and managing school technology resources, and developing plans for integrating computers and other technologies in the curriculum. Students may take one or more courses but would need to complete 18 units for the Certificate Program.

Certificate Program
Prerequisites and core requirements
Basic computer skills; introduction to technology course equivalent to EDET 505.

Required Core Courses (12 units)
- EDET 524 Technology in the Curriculum (3)
- EDET 536 Adaptive/Assistive Technologies (3)
- EDET 545 Development of Internet Resources (3)
- EDET 597 or 657 Professional Portfolio Development (3)

Electives (6 units from the following)
- EDET 534 Technology and Learning (3)
- EDET 575 Leadership and Change in Educational Technology (3)
- EDET 595 Topics in Instructional Strategies (3)
- EDET 624 Using and Managing School Technology Resources (3)
- EDET 634 Advanced Technology and Learning (3)
- EDET 635 Technology in Higher Education (3)
- EDET 634 Mentoring in Educational Technology (3)

Total Units: 18
MASTER OF ARTS IN CURRICULUM AND INSTRUCTION WITH AN EMPHASIS IN TECHNOLOGY

The academic degree of Master of Arts in Curriculum and Instruction with an emphasis in technology requires 12 units of core courses, 15 units in technology, and 15 elective units in curriculum and instruction. After completion of the degree, the student is eligible to apply for a doctoral program.

School of Education Discipline Core Coursework—15 units from the following courses:
- EDCI 512 Faith and Learning (3)
- EDCI 514 Curriculum Planning (3)
- EDAD 524 Educational Organization and Leadership (3)
- EDRS 504 Methods and Materials of Research (3)
- EDPC 540 Principles of Counseling (3)

Total Units: 15

Professional Courses for Educational Technology—15 units from the following courses:
- EDET 524 Technology in the Curriculum (3)
- EDET 536 Adaptive/Assistive Technologies (3)
- EDET 545 Development of Internet Resources (3)
- EDET 554 or 654 Mentoring in Educational Technology (3)
- EDCI 597 Master’s Project (3)

Total Educational Technology Units 15

Note: 3 additional electives from Curriculum and Instruction Technology Courses may be taken to complete the Technology Certificate in addition to the Masters Degree

Elective Courses—15 units from Curriculum and Instruction courses (or 12 units plus 3 additional technology units)

Total Units: 15
Total Units for Degree: 45

COURSES

EDET 504 Critical Issues in Educational Technology (3)
An overview of technology issues in education including: coordinating and consulting for a supportive climate of innovation and learning, and empowering colleagues through curriculum and staff development.

EDET 505 Introduction to Computers in Education (3)
Survey course in the operation, care and use of computers for education. Meets the computer education requirements for the California State Preliminary Teaching Credential. May not be applied toward a graduate degree

EDET 524 Technology in the Curriculum (3)
Application of learning theories as they apply to the integration of technology and curriculum planning. Helps the professional develop daily and unit plans based on local, state, and national standards for integrating computers and other technologies. These plans include the application of effective methods and strategies for using the ever-changing technological tools such as spreadsheets, databases, presentation software, basic programming, simulations, multimedia, and internet communication. Meets the computer education requirements for the California State Preliminary Teaching Credential.

EDET 534 Technology and Learning (3)
Application of learning theory and principles of instructional design to the creation of technology-based instruction, instructional materials and training modules. This course will require the student to design, develop, and implement a unique online course. Course content will be equal to a one quarter course at the appropriate elementary or secondary level. The student will also develop a system of evaluation for the course and course content.

EDET 536 Adaptive/Assistive Technologies (3)
Survey of hardware and software technologies to meet the unique needs of those who are physically or learning challenged. Topics include: Adaptive/assistive technologies and services to improve the learning environment; accessibility standards that affect traditional and technology-based education for special needs students; and the use and selection of hardware and software technologies in assessment of special needs. A practicum requirement includes assessment of a special needs student, selection of appropriate hardware and software to meet that person’s needs, development of a technology assisted plan for this student in conjunction with the teacher and/or Special Education Specialist, and assisting the child’s teacher in implementing this plan.

EDET 545 Development of Internet Resources (3)
Examination of the various uses of the Internet in instruction and training. Application of design principles to the construction of web pages for enhancement of instruction.

EDET 554 Mentoring in Educational Technology (3)
The course involves planning and designing professional development activities and programs for educational workshops, in-services, seminars, parent and student groups, community partnerships, and other informational settings that use/could use technologies to enhance their programs. Project includes preparing and presenting one of the above.

EDET 575 Leadership and Change in Educational Technology (3)
The professional will observe and critique schools that have effectively integrated technology into the curriculum. A reflective analysis is required with consideration of how change has affected the learning environment. The project will include construction of a database synthesizing raw data to be used in program analysis including assessment, decision making, financial planning, administrative support systems, and long-term strategic planning.

EDET 595 Topics in Instructional Strategies (3)
Project-based course involving the interface of specific classroom learning with technology (this course relates to the student’s credential subject). The course will meet the professional’s interests and needs in terms of application, subject, and level of instruction. Since this is a topics course the title will vary reflecting content. The course may be repeated with different content for up to six credits.
EDET 597 Professional Portfolio Development  (3)
This capstone course includes creating an e-portfolio that incorporates the student’s work in previous technology courses and experience and demonstrating a competency level with technologies in relation to teaching and learning. The portfolio will include additional artifacts designed with multi-media streaming to be posted for review by peers. The portfolio will be reported to local teachers, regional educational conferences or national educational conferences.

EDCI 597 Master’s Project  (3-6)
As a culminating scholarly experience, master’s degree students are required to do a research/writing project. See department chair for details.

EDET 624 Using and Managing School Technology Resources  (3)
Provides an understanding of operating systems, computer networks, computer laboratories, and technical support in the school setting. Issues relating to facilities, resource management, software, purchasing, and technology planning will be explored. The class project requires the student to locate and review a school district that has integrated the administrative and teaching functions utilizing technology to streamline the facilities, resource management, software, purchasing, and technology planning.

EDET 635 Technology in Higher Education  (3)
This course specifically reviews technology integration with administrative functions, curriculum planning, and their delivery in post secondary settings. Emphasis will be on Classroom Management Systems (CMS), Web-supported online course delivery, and fully online course delivery. Topics to be covered also include: Current research in the field, issues of quality, future growth issues, financial impact on institutions, faculty load, and intellectual property.

EDET 654 Mentoring in Educational Technology  (3)
The course involves planning and designing professional development activities and programs for educational workshops, in-services, seminars, parent and student groups, community partnerships, and other informational settings that use/could use technologies to enhance their programs. Project includes preparing and presenting one of the above.

EDET 657 Professional Portfolio Development  (3)
This capstone course includes creating an e-portfolio that incorporates the student’s work in previous technology courses and experience and demonstrating a competency level with technologies in relation to teaching and learning. The portfolio will include additional artifacts designed with multi-media streaming to be posted for review by peers. The portfolio will be reported to local teachers, regional educational conferences or national educational conferences.
additional courses

EDUCATIONAL FOUNDATIONS

Educational Foundations courses are under the direction of the Department of Curriculum and Instruction.

UPPER DIVISION

EDFO 305 Psychological Foundations of Education (4)
An introduction to development and learning principles applicable to classroom instruction and management. Psychological approaches to individual and cooperative instructional models, evaluation processes, moral education, and teacher-pupil roles. A basic prerequisite for many credential courses.

EDFO 404 Philosophy of Christian Education (3)
Examination of the basic ideas about education held by the Seventh-day Adventist church; the application of these ideas in Adventist schools and other education programs. Meets the credentials requirement for the class Principles of Seventh-day Adventist Education, utilizing the structure of philosophy as a way of examining these principles.

GRADUATE

EDFO 606 Sociology of Education (3)
A study of the relationships between schools and other social institutions, between schools and their communities, and within the subculture of the school. Emphasis on sociological and anthropological considerations, ethnic and cultural differences.

EDFO 624 Theory and Practice in Moral Development (3)
A study of current theory, philosophy, and practice in the art of moral education.

EDFO 645 History of Educational Thought (3)
A chronological investigation of Western educational philosophies from the time of Socrates to the present. Examines the impact of societal changes and the contribution of selected individuals to educational thought and practice.

EDFO 647 History and Philosophy of Higher Education (3)
An examination of the meaning, purpose, and development of higher education in the United States. Emphasizes theories and current research related to conflicts facing colleges and universities, and issues pertaining to academic life.

EDFO 791 Contemporary Issues in Education (3)
Issues viewed in the light of sociological and historical research, philosophical analysis, and the particular concerns of education. This course examines issues related to education in general and the student’s area of specialization in general.
Prerequisite: Permission of advisor.

EDUCATIONAL RESEARCH AND STATISTICS

EDRS 504 Methods and Materials of Research (3)
The terminology, methodology, and sequence of scholarly research, including problem formulation, literature review, sample selection, instrument design, statistical analysis, and report writing. Requires the production of a formal research proposal.

EDRS 604 Educational Statistics I (3)
Planning and conducting research with programs and materials in the student’s major area. Emphasis on evaluation research, statistical methods, survey design, qualitative research, and the critique of research. Laboratory required, and the completion of an individual research project.
Prerequisite: EDRS 504.

EDRS 702 Educational Statistics II (3)
Fundamentals of statistical reasoning and the application of statistical techniques to research in the social sciences. Includes computer applications to research and statistics. Laboratory required with research application.
Prerequisite: EDRS 504.

EDRS 703 Qualitative Research Methodology (3)
An introduction to qualitative research methods including ethnography. The literature is examined for information on qualitative processes, and field experience is provided for participant observation, interviewing, and the discovery of theory. Ethical considerations and the development of a qualitative research proposal are included.
Prerequisite: EDRS 504.

EDRS 704A Quantitative Research Design (3)
Analysis of appropriate research designs for doctoral dissertations, and the development of a doctoral dissertation-quality research proposal.
Prerequisite: EDRS 504, 604 and 702 or 703.

EDRS 704B Qualitative Research Design (3)
Analysis of appropriate research design for the qualitative doctoral dissertation and the development of a doctoral dissertation quality research proposal using qualitative methodology.
Prerequisite: EDRS 504, 604, and 703
EDRS 712 Factor Analysis and Latent Modeling  (3-4)
Examines theories and application of statistics related to latent
variables including factor analysis, path modeling, and structural
equation modeling. Laboratory required with research application.
Prerequisite: EDRS 504, 604, and 702/703.

EDRS 721 Seminar: Standardized Test Development  (3-4)
Planning and conducting a standardized test development related
to psychology, education, or other social issues. Laboratory
required, and completion of a standardized psychological test.
Prerequisite: EDRS 504, 604, and 702/703, or 712.

EDRS 750 Research Projects in School/Educational
Psychology (3)
Students are required to complete one or more site-based,
empirical data-driven research paper(s) related to school
psychology, educational psychology, and selected issue areas for a
potential peer-review conference presentation and/or publication.
Prerequisite: EDRS 504, 604, and 702/703, or 712.

EDRS 798 Doctoral Dissertation  (1-12)
Prerequisite: Dean’s office and department approval.

SECE 905 University Resources  (1)
Students must register for this course in order to have access to
university resources, such as the library, during quarters in which
the student is not enrolled in courses. Instructor or departmental
approval is required to enroll in this course.

SECE 910 Dissertation Continuation  (1)
In order to maintain an active registration status, students who
have registered for all 12 units of dissertation credit and have
not finished their dissertations must register for one Continuing
Education unit for each quarter needed to complete the
dissertation. In order to register for this course, students are
required to have a Continuing Registration Contract on file with
the School of Education.
John W. Webster, 1999. Dean;  
Professor of Theology and History of Christianity  
Ph.D. Princeton Theological Seminary 1995  
Theology, history of Christianity, philosophy

Douglas Clark, 2007 Professor of Biblical Studies and Archaeology  
Ph.D. Vanderbilt University 1984  
Biblical languages, Old Testament, archaeology

Robert D. Bates, 2006. Assistant Professor of Archaeology and History of Antiquity  
Ph.D. Andrews University 2004  
Archaeology and history of antiquity

Lawrence T. Geraty, 1993. Professor of Archaeology and Old Testament Studies  
Ph.D. Harvard University 1972  
Old Testament studies, archaeology

V. Bailey Gillespie, 1970. Professor of Theology and Christian Personality  
Ph.D. Claremont Graduate University 1973  
Theology, Christian nurture, ministry

Fritz Guy, 1990. Research Professor of Philosophical Theology  
Ph.D. University of Chicago Divinity School 1971  
Theology, philosophy, ethics

Kendra Haloviak, 2001. Assistant Professor of New Testament Studies  
Ph.D. Graduate Theological Union 2002  
New Testament studies, Christian ethics, pastoral ministry

Ginger Hanks Harwood, 1997. Associate Professor of Religious and Theological Studies  
Ph.D. Iliff School of Theology, University of Denver 1991  
Social ethics, theology

John R. Jones, 1990. Associate Professor of New Testament Studies and World Religions  
Ph.D. Vanderbilt University 1982  
Biblical languages and background, scriptural interpretation and theology, phenomenology of religions

Wonil Kim, 1994. Associate Professor of Old Testament Studies  
Ph.D. Claremont Graduate University 1996  
Exegesis, theology, and hermeneutics of the Old Testament

Charles Teel, Jr., 1967. Professor of Religion and Society  
Ph.D. Boston University 1972  
Religion and society, Christian ethics

Professor of New Testament and Early Christian Literature  
Ph.D. University of Chicago 1981  
Biblical languages, New Testament background and interpretation, early Christian literature

Randal R. Wisbey, 2007. Associate Professor of Ministry  
D.Min, Wesley Theological Seminary 1990; Pastoral and Youth Ministry

COLLABORATING FACULTY

Gary Chartier  
Ph.D. University of Cambridge 1991; J.D. University of California, Los Angeles 2001  
Theology and ethics

Gerard Kiemeney  
D.Min, Fuller Theological Seminary 1993  
Ministry

David Larson  
D.Min, Claremont School of Theology 1973; Ph.D. Claremont Graduate University 1982  
Ethics

Samuel Leonor  
M.Div, Andrews University 1998  
Introduction to Adventist beliefs

William Loveless  
Ed.D, University of Maryland 1964  
Ministry & pastoral counseling

Hector Ramal  
D.Min, Andrews University 1994  
Preaching & ministry fieldwork

Richard Rice  
Ph.D, University of Chicago 1974  
Systematic & philosophical theology

Siegfried Roeske  
Ph.D, Andrews University 1997  
Christian beliefs

Randall Skoretz  
D.Min, Claremont School of Theology 1996  
Doctrinal and pastoral theology

Daniel Smith  
D.Min, Andrews University 1987  
Homiletics

Bernard Taylor  
Ph.D, Hebrew Union College 1989  
Biblical languages, Old Testament theology

Calvin Thomsen  
D.Min, Fuller Theological Seminary 1985  
Pastoral counseling and ministry
MISSION

The School of Religion is committed to the following endeavors:

• In seeking truth, the School of Religion fosters the scholarship of discovery by:
  - encouraging research on the part of faculty and students;
  - encouraging faculty participation in the discourse of scholarship; and
  - encouraging students in continued personal and academic study of the scriptures, theology, and religion.

• In sharing knowledge and understanding, the School of Religion fosters the scholarship of teaching and learning as follows:

With regard to the academic and professional needs of specialists, the School provides three graduate programs leading to the degrees of Master of Arts in religion, Master of Pastoral Studies, and Master of Divinity. See below for purposes, descriptions, and requirements.

• In serving campus, church, and community, the School of Religion encourages its faculty to provide pastoral leadership by regularly participating in ecclesiastical consultations, continuing education programs, lecture series, conferences, and workshops. In addition to regularly preaching and leading out in other functions in local congregations, the faculty produce resources for pastors and lay members. The School also conducts the annual Paul J. Landa and John Osborn Lectures, and provides to church and community the expertise and resources available within the School (including the Stahl Center for World Service, the John Hancock Center for Youth and Family Ministries, and the H.M.S. Richards Library), as well as other expertise and resources on the campus and in the church at large.

GENERAL INFORMATION

PURPOSE OF GRADUATE PROGRAMS

Graduate programs in religion underscore the university’s recognition of religion as a scholarly discipline. They provide the proper context for continuing research and writing endeavors by competent students who are interested in furthering their education and in contributing to the discipline of religious studies or who wish to develop skills for the professional practice of Christian ministry.

ADMISSION REQUIREMENTS

Admission requirements for all graduate degree programs at La Sierra University are stated in the Graduate Admission Information section of this BULLETIN. Such requirements apply to graduate programs in the School of Religion unless otherwise stated in the admission requirements listed under the various programs below.

FINANCIAL INFORMATION

Financial information is in the section so labeled at the beginning of this BULLETIN.

GENERAL REQUIREMENTS

For information about requirements and practices to which all graduate students are subject, the student should consult the Graduate Academic Practices section of this BULLETIN.

GRADUATE DEGREE PROGRAMS IN RELIGION

The graduate programs offered by the School of Religion fall into the categories of graduate academic and graduate professional. The former classification refers to programs that serve mainly to engage students in advanced academic studies in the field of religion beyond the baccalaureate level and to provide a step towards doctoral study in the academic discipline for those who wish to pursue it. The latter classification refers to programs that serve mainly to prepare students for the professional practice of some aspect of the Christian ministry and for professional doctoral studies.

MASTER OF ARTS (M.A.)

The Master of Arts program in religion is a 48-unit graduate academic program designed to provide students with the opportunity to engage in advanced study and research in particular fields within the discipline of religious studies. Among the various reasons students may pursue this program are:

1. To acquire the knowledge and competence for teaching religious studies at the secondary level.
2. To provide a basic foundation for doctoral work in the field of religious studies.
3. To explore advanced personal interests in religious studies.

Students may select a traditional major and minor, propose their own major and minor, or create an individualized program of study with the approval of their advisor and the director of graduate programs.

ADMISSION REQUIREMENTS

1. For regular admission, applicants must hold a four-year baccalaureate degree or equivalent with a cumulative grade point average (GPA) of 3.00 or better (on a 4-point scale) from a regionally or nationally accredited college or university.

2. Applicants who meet the GPA requirements stated above may receive regular admission (a) by submitting the official results from the Graduate Record Examination (GRE) with scores that meet or exceed the standards of the school or (b) by completing 12 units of courses in the program as a provisional student with grades of B or better. The School retains the right to require GRE scores from any applicant.

3. International applicants must meet the requirements of the university for English-language competence. The School will
consider waiving this requirement for international applicants who have demonstrated success in graduate courses or programs offered in English at other universities.

4. Students may transfer up to 24 units from an approved graduate program in another university.

Course Requirements
A. General Studies (4)
RELG 504 Research Methods and Scholarly Writing in Religion (4)

B. Major Area Studies (24-28)
Should include a reading tutorial and at least one seminar in the major area of studies.

C. Minor Area Studies 8-16

D. Thesis (0-8)

E. Electives (0-4)

Total (48)

Students may select majors and minors from the standard disciplines of religious studies (e.g., biblical studies, Christian ethics, Christian theology, church and ministry, comparative religions, history of Christianity), subcategories of these disciplines (e.g., Old or New Testament studies, Seventh-day Adventist studies), or interdisciplinary studies (e.g., religious studies and literature).

Students who choose to write a thesis will normally complete a major of 24 units and a minor of 8-12 units.

OTHER REQUIREMENTS AND REGULATIONS
1. The director of graduate programs for the School of Religion will assign each student an advisor appropriate to the field(s) of study.
2. The director of graduate programs, in consultation with the students and their advisors, will appoint an examination-thesis committee.
3. Students must pass a written comprehensive examination in their field(s) of study prepared by the examination-thesis committee in consultation with the students and their advisors.
4. At the discretion of the examination-thesis committee, students who choose to complete a thesis may be required to pass a reading proficiency examination in a language other than English that is appropriate to their field(s) of study.
5. Full-time students will enroll in an average of 12 units of courses per quarter for four quarters, during which they will independently prepare for the comprehensive examination and, if required, the language proficiency examination. They will also research and write the optional thesis during this time.
6. Students must maintain a grade point average of 3.00 or better, with no grade lower than B-.

MASTER OF PASTORAL STUDIES (M.P.S.)
The Master of Pastoral Studies program is a 90-unit graduate professional program (two-thirds of the Master of Divinity program) designed to provide students with the opportunity to engage in advanced study in a wide variety of fields within the discipline of pastoral studies. More specifically, the program provides:
1. Advanced professional training for pastoral service.
2. Upgrading for experienced pastors.
3. Training for lay persons who believe they are called to lead in their local congregations.

ADMISSION REQUIREMENTS
1. For regular admission, applicants must hold a four-year baccalaureate degree or equivalent with a cumulative grade point average (GPA) of 2.50 or better (on a 4-point scale) from a regionally or nationally accredited college or university. The School of Religion will consider for provisional admission a limited number of applicants who do not meet all of these requirements. In such cases, the school may require admitted students to complete undergraduate or graduate courses in addition to the regular requirements.
2. International applicants must meet the requirements of the university for English-language competence.
3. Students may transfer up to 45 units from an approved graduate or graduate professional program in another university or seminary.

Course requirements:
A. Biblical Languages 0-8
RELL 504 Linguistic Tools for Pastoral Ministry: Hebrew (4) or general program elective (4) 1
RELL 505 Linguistic Tools for Pastoral Ministry: Greek (4) or general program elective (4) 1

B. Biblical Studies 8
RELB 501 The Old Testament and Its Community (4) or elective in Old Testament studies (4) 2
RELB 502 The New Testament and Its Community (4) or elective in New Testament studies (4) 2

C. Christian Ethics 8
RELE 504 Christianity and Culture (4) or elective in ethics (4)

D. Christian Theology 8
RELT 504 Principles of Christian Theology (4) or elective in theology (4) 2
RELT 514 The Theology of the Church, Its Mission, and Its Salvation (4)
E. History of Christianity 4
   RELH 504
A Survey History of Christianity (4) or elective in the history of Christianity (4) 2

F. Pastoral Ministry c 44
   RELP 506  Congregational Life and Leadership (4)
   RELP 515  Youth Ministry and the Local church (4)
   RELP 518  Pastoral Ethics (4)
   RELP 524  Clinical Pastoral Education (4)
   RELP 528  Interpreting and Preaching the Old Testament (4)
   RELP 529  Interpreting and Preaching the New Testament (4)
   RELP 536  Principles of Pastoral Counseling (4)
   RELP 545  Fostering Faith Across the Life Cycle
   RELP 549  The Theology and Practice of Christian Worship (4)
   RELP 577  The Theology and Practice of Preaching (4)
   RELP 591  Ministry Practice and Project 1 (4)

G. Seventh-day Adventist Studies 123
   RELH 586  The Life and Thought of Ellen White (4)
   RELM 505  Witnessing, Evangelism, and Church Growth (4)
   RELT 505  Issues in Seventh-day Adventist Theology (4)

H. Electives 0-10
Total 90

1. Students who have completed an undergraduate course in Biblical Hebrew of at least 3 quarter units or equivalent with a grade of B or better will take the 4-unit elective. Those who have completed the last term of an undergraduate course in Intermediate New Testament Greek of at least 3 quarter units or equivalent with a grade of B or better will take the 4-unit elective.
2. Students who have completed a comparable undergraduate survey course in this discipline of at least 4 quarter units or equivalent with a grade of B or better will take the 4-unit elective.
3. Students whose faith tradition differs from that of the Seventh-day Adventist Church may substitute 12 units of courses from their own tradition with the approval of the director of graduate studies.

Students who must take both linguistic tools courses will have no general program elective units. Those who must take one of these courses will have 4 general program elective units. Others will have 8 general program elective units. Students may use their elective units in any elective courses within the program, in other courses offered by the School of Religion, or in courses offered by other schools of the university, with the permission of the director of graduate programs.

OTHER REQUIREMENTS AND REGULATIONS
1. The director of graduate programs for the School of Religion will assign students their advisors.
2. Full-time students will enroll in a maximum of 4 courses (16 units) per quarter.
3. Students must maintain a grade point average of 3.00 or better, with no grade lower than C.
COURSE REQUIREMENTS

A. Biblical Languages 0–8
   RELL 504 Linguistic Tools for Pastoral Ministry: Hebrew (4) or general program elective (4) 1
   RELL 505 Linguistic Tools for Pastoral Ministry: Greek (4) or general program elective (4) 1

B. Biblical Studies 16
   RELB 501
   The Old Testament and Its Community (4) or elective in Old Testament studies (4) 2
   RELB 511
   Contemporary Issues in Old Testament Studies (4)
   RELB 502
   The New Testament and Its Community (4) or elective in New Testament studies (4) 2
   RELB 512
   Contemporary Issues in New Testament Studies (4)

C. Christian Ethics 8
   RELE 504
   Christianity and Culture (4) or elective in ethics (4) 2
   RELE 548
   Christian Social Ethics (4)

D. Christian Theology 16
   RELT 504
   Principles of Christian Theology (4) or elective in theology (4) 2
   RELT 514
   The Theology of the Church, Its Mission, and Its Salvation (4)
   RELT 515
   Contemporary Issues in Theology (4)
   RELT 545
   Faith in the Modern World (4)

E. History of Christianity 8
   RELH 504
   A Survey History of Christianity (4) or elective in the history of Christianity (4) 2
   RELH 514
   Studies in the History of Christianity (4)

F. Pastoral Ministry 603
   RELP 506 Congregational Life and Leadership (4)
   RELP 515 Youth Ministry and the Local church (4)
   RELP 518 Pastoral Ethics (4)
   RELP 528
   Interpreting and Preaching the Old Testament (4)
   RELP 529
   Interpreting and Preaching the New Testament (4)
   RELP 535 Psychology of Religion (4)
   RELP 536 Principles of Pastoral Counseling (4)
   RELP 539 Pastoral Theology (4)
   RELP 545 Fostering Faith Across the Life Cycle (4)
   RELP 549
   The Theology and Practice of Christian Worship (4)
   RELP 577 The Theology and Practice of Preaching (4)
   RELP 589 Christian Spiritual Resources (4)
   RELP 591 Ministry Practice and Project I (4)
   RELP 592 Ministry Practice and Project II (4)
   RELP 593 Ministry Practice and Project III (4)

G. Seventh-day Adventist Studies 124
   RELH 586 The Life and Thought of Ellen White (4)
   RELM 505 Witnessing, Evangelism, and Church Growth (4)
   RELT 505 Issues in Seventh-day Adventist Theology (4)

Electives 8–16
Total 136

1. Students who have completed an undergraduate course in Biblical Hebrew of at least 3 quarter units or equivalent with a grade of B or better will take the 4-unit elective. Those who have completed the last term of an undergraduate course in Intermediate New Testament Greek of at least 3 quarter units or equivalent with a grade of B or better will take the 4-unit elective.

2. Students who have completed a comparable undergraduate survey course in this discipline of at least 4 quarter units or equivalent with a grade of B or better will take the 4-unit elective.

3. Students emphasizing pastoral counseling or who are otherwise interested may, in consultation with their advisor, substitute RELP 524, Clinical Pastoral Education (4) for another course in this section.

4. Students whose faith tradition differs from that of the Seventh-day Adventist Church may substitute 12 units of courses from their own tradition with the approval of the director of graduate studies.

Students who must take both linguistic tools courses will have 8 general program elective units. Those who must take one of these courses will have 12 general program elective units. Others will have 16 general program elective units.

OTHER REQUIREMENTS AND REGULATIONS

1. The director of graduate programs for the School of Religion will assign students advisors appropriate to their programs.

2. Full-time students will enroll in 4 courses (16 units) per quarter.

3. Students must maintain a grade point average of 3.00 or better, with no grade lower than C.

EMPHASES

Students who have sufficient electives available may concentrate them in one or more emphases of 20–24 units. The following are the available emphases offered through the School of Religion: Christian ethics, Christian theology, history of Christianity, New Testament, Old Testament, pastoral counseling, pastoral leadership, preaching and worship, youth and young adult ministry. The following are examples of emphases offered in cooperation with other schools of the university: Christian education, English literature, management.

Students may obtain the requirements for these emphases from the Office of the School of Religion or the director of graduate studies.
MASTER OF DIVINITY-MASTER OF BUSINESS ADMINISTRATION

The School of Religion and the School of Business and Management offer a joint program for students to concurrently complete the Master of Divinity and Master of Business Administration degrees.
1. The combined number of quarter units for this joint program is 160, which is 24 units fewer than the total units of the separate programs.
2. Applicants must meet the admission requirements of the University and each degree program.
3. Students must meet all the requirements of the University and each degree program, except as modified for the joint degree program.
4. For specific program and other information, please contact the Office of the School of Religion or the Office of the School of Business and Management.

OTHER PROGRAMS IN RELIGION

CREDENTIALS AND LICENSES
1. Clinical pastoral education: In the setting of, and in cooperation with, the Loma Linda University Medical Center, the university makes available a program in clinical pastoral education approved by the Association for Clinical Pastoral Education, Inc., an interdenominational body that certifies ministers and seminary students for the clinical experience. Applicants should be graduates of an accredited college and have completed at least one year at a theological seminary, with courses in pastoral counseling and psychology. Students who wish graduate credit must meet the graduate entrance requirements of the School of Religion. Inquiries should be addressed to the Chaplain Supervisor, Loma Linda University Medical Center, Loma Linda, CA 92350.
2. Family-life education: The Department of Marriage and Family Life in the Graduate School of Loma Linda University offers a certificate program in family-life education that enables holders of the Master of Arts degree in religion to qualify as family-life educators. This involves the completion of the following courses or their equivalent:

   At La Sierra University:  
   SOCI 414  
   CFSC 264 or  
   NCE 335

   At Loma Linda University:  
   FMED 514, 528, 529, 614, 695  
   MFAM 614, 558

Interested students are invited to inquire for further information with the director of the Family-life Education program at Loma Linda University.

Continuing education, workshops, tours, educational centers
See the “School of Religion” section of the Undergraduate BULLETIN for information regarding continuing education and workshops.

For information regarding study tours, archaeological excavations, student missionary programs, the Hancock Center and the Stahl Center, see La Sierra At Your Service in the Undergraduate BULLETIN.

GRADUATE LEVEL COURSES

BIBLICAL LANGUAGES

RELL 504 Linguistic Tools for Pastoral Ministry: Hebrew  (4)
Survey of how to use Hebrew linguistic tools in the preparation of sermons, research, scriptural interpretation for pastoral ministry.

RELL 505 Linguistic Tools for Pastoral Ministry: Greek  (4)
Survey of how to use Greek linguistic tools in the preparation of sermons, research, scriptural interpretation for pastoral ministry.

RELL 614 Seminar in Biblical Languages  (4)
May be repeated for additional credit to a maximum of 12 units.  
Prerequisite: Consent of the instructor.

RELL 674 Reading Tutorial in Biblical Languages (4)  
Prerequisite: Consent of the instructor.

RELL 695 Topics in Biblical Languages  (4)
May be repeated for additional credit to a maximum of 12 units.  
Prerequisite: Consent of the instructor.

RELL 698 Thesis in Biblical Languages  (4-8)
May be repeated for additional credit to a maximum of 8 units.

RELL 699 Directed Study in Biblical Languages  (1-6)  
Prerequisite: Consent of the instructor.

BIBLICAL STUDIES

RELB 501 The Old Testament and Its Community  (4)
A survey of the writings of the Old Testament in the context of the communities and faith experiences of those who produced them.

RELB 502 The New Testament and Its Community  (4)
A survey of the writings of the New Testament in the context of the communities and faith experiences of those who produced them.

RELB 506 From Text to Sermon: Hermeneutic Tools for Pastors  (4)
An examination and application of scriptural principles for interpretation of the Bible, from the standpoint of Seventh-day Adventist understandings of inspiration and the writings of Ellen G. White.

RELB 511 Contemporary Issues in Old Testament Studies (4)  
Prerequisite: RELB 501 or comparable undergraduate course, or consent of the instructor.
REL 512 Contemporary Issues in New Testament Studies (4)
Prerequisite: RELB 502 or comparable undergraduate course, or consent of the instructor.

REL 519 The Gospel of John (4)
An exegetical study of the Gospel of belief, with special emphasis on Johannine Christology and the concepts of the Fatherhood of God, the Holy Spirit, life, truth, grace, and eschatology.

REL 526 The Prophetic Traditions of Israel (4)
Historical, exegetical and theological exploration of the major and minor prophets, with critical consideration of their original situations and messages and of their meanings for our time today.

REL 527 The Wisdom Traditions of Israel (4)
Historical, exegetical and theological exploration of the wisdom literature of the Hebrew scriptures, with critical consideration of the writers’ meanings in their time and implications for ours.

REL 528 The Apocalyptic Traditions of Israel and Early Christianity (4)
Historical, exegetical, and theological exploration of the apocalyptic movement and writings in ancient Israel, including the Book of Daniel, through the inter-testamental and early Christian periods, including the Book of Revelation, with critical consideration of the authors’ meanings in their time and implications for ours.

REL 545 Biblical Archaeology (4)
The Bible in its religious, cultural, and political environment as illuminated by discoveries of modern archaeology.

REL 558 Old Testament Theology (4)
The major theological concepts of the Old Testament, with a view to their impact on Christian life and thought.

REL 559 New Testament Theology (4)
An examination of the major theological themes of the teaching of Jesus as set forth in the Gospels, the Kerygma of the primitive Church, the letters of Paul, and the Johannine writings.

REL 564 Romans (4)
An introduction to the book, with an exegesis of its text and consideration of its major theological themes.

REL 568 Hebrews (4)
An introduction to the book, with an exegesis of its text and a consideration of the major theological themes presented.

REL 614 Old Testament Seminar (4)
May be repeated for additional credit to a maximum of 12 units.
Prerequisite: Consent of the instructor.

REL 624 New Testament Seminar (4)
May be repeated for additional credit to a maximum of 12 units.
Prerequisite: Consent of the instructor.

REL 634 Fieldwork in Middle East Archaeology (1-8)
Prerequisite: Consent of the instructor.

REL 674 Reading Tutorial in Biblical Studies (4)
Prerequisite: Consent of the instructor.

REL 695 Topics in Biblical Studies (4)
May be repeated for additional credit to a maximum of 12 units.
Prerequisite: Consent of the instructor.

REL 698 Thesis in Biblical Studies (4-8)
May be repeated for additional credit to a maximum of 8 units.

REL 699 Directed Study in Biblical Studies (1-6)
Prerequisite: Consent of the instructor.

CHRISTIAN ETHICS

RELE 504 Christianity and Culture (4)
A comprehensive account of human culture as the expression of humanity’s call to participate in God’s creative work, as the medium through which humans receive and appropriate divine revelation, and as the context within which they experience divine redemption. These issues are approached through the disciplines of sociology of religion and social ethics. Particular attention will be paid to the development of religious contradictions and the challenges posed by cultural and religious diversity. Identical to RELM 504.

RELE 548 Christian Social Ethics (4)
An in-depth opportunity for the graduate student to discover what are the implications of Christian belief for selected problems in social ethical theory and practice.
Prerequisite: RELE 504 or comparable undergraduate course, or consent of the instructor.

RELE 557 Gender Issues and the Church (4)
Investigation of gender roles and relations in the work of the Christian church and Seventh-day Adventism, in scriptural, historical, theological, and cultural perspectives.

RELE 559 Ethnic Issues and the Church (4)
A consideration of readings on movements and models of racial and ethnic relations in the church and culture of North America.

RELE 577 Theological Ethics (4)
Ethical dimensions of theological positions advocated in the twentieth century.

RELE 588 Philosophical Ethics (4)
A critical analysis of the basic theories propounded in philosophical ethics. A study of the writings of major ethical theorists, including Plato, Aristotle, I. Kant, and J. S. Mill. A consideration of philosophical ethics as compared with the Christian faith and Seventh-day Adventism.

RELE 614 Seminar in Church and Society (4)
Topics in this series include: community issues and relationships; summer ministries; feminist theologies and religious life; women in pastoral ministry; cross-cultural relationships; contemporary ethical issues in ministry.
May be repeated for additional credit to a maximum of 12 units.
Prerequisite: Consent of the instructor.

RELE 624 Seminar in Christian Ethics (4)
Prerequisite: Consent of the instructor.
RELE 674 Reading Tutorial in Christian Ethics (4)  
*Prerequisite:* Consent of the instructor.

RELE 695 Topics in Christian Ethics (4)  
May be repeated for additional credit to a maximum of 12 units.  
*Prerequisite:* Consent of the instructor.

RELE 698 Thesis in Christian Ethics (4-8)  
May be repeated for additional credit to a maximum of 8 units.

RELE 699 Directed Study in Christian Ethics (1-6)  
*Prerequisite:* Consent of the instructor.

CHRISTIAN THEOLOGY

RELT 504 Principles of Christian Theology (4)  
A survey of the interpretation of Christian faith. Topics covered include theological method and the doctrines of the Trinity, Christ, humanity, revelation, sin, grace, atonement, justification, sanctification, the church, and the second advent.

RELT 505 Issues in Seventh-day Adventist Theology (4)  
Theological challenges arising in an international, multi-cultural community of faith in a changing world. Special emphasis is given to biblical interpretation, prophecy, the Trinity, the nature and work of Christ, humanity, righteousness by faith, the Sabbath, the church, the judgment, and the second advent.

RELT 508 Theology for Pastors (4)  
The nature and function of theology as an essential ingredient in the life and mission of the church. The role of the pastor as "resident theologian." What theology is, why it is essential, and how to do it.

RELT 514 The Theology of the Church, Its Mission, and Salvation (4)  
An exploration of various understandings of the church and its mission to the world, in light of the salvation accomplished in the person and work of Jesus Christ. Implications for outreach and mission methodology will also be considered.

RELT 515 Contemporary Issues in Theology (4)  
A systematic exploration of selected central themes in theology that bear on contemporary issues in Christian faith, practice, and ministry  
*Prerequisite:* RELT 504 or comparable undergraduate course, or consent of the instructor.

RELT 536 Philosophy of Religion (4)  
Reasons for belief in the reality and relevance of God for contemporary man.

RELT 538 The Doctrine of Humanity (4)  

RELT 539 The Doctrine of God (4)  
A study of the reality, nature, and attributes of God; the doctrine of the Trinity; and God’s relationship to the temporal world.

RELT 545 Christian Faith in the Modern World (4)  
A study of the challenges to Christian faith in the modern and postmodern worlds. Special focus will be given to the dialogue between science and theology.

RELT 548 The Doctrine of Christ (4)  
A study of the person and work of Christ. Attention given to the nature of Christ and His atoning work during His life on earth, His death on the cross, and His intercession in the heavenly sanctuary.

RELT 614 Seminar in Theological Studies (4)  
May be repeated for additional credit to a maximum of 12 units.  
*Prerequisite:* Consent of the instructor.

RELT 674 Reading Tutorial in Theological Studies (4)  
*Prerequisite:* Consent of the instructor.

RELT 695 Topics in Theological Studies (4)  
May be repeated for additional credit to a maximum of 12 units.  
*Prerequisite:* Consent of the instructor.

RELT 698 Thesis in Theological Studies (4-8)  
May be repeated for additional credit to a maximum of 8 units.

RELT 699 Directed Study in Theological Studies (1-6)  
*Prerequisite:* Consent of the instructor.

GENERAL STUDIES

RELG 504 Research Methods and Scholarly Writing in Religion (4)  
Philosophical presuppositions and methods used in the field of religion. Basic resources and procedures for scholarly research. The use of the library as a research center. Bibliography in the various religious disciplines. The construction of term papers and theses; advanced techniques and practice of expository and persuasive writing.

HISTORY OF CHRISTIANITY

RELH 504 A Survey History of Christianity (4)  
A historical overview of the leading formative movements, theological trends, and individuals who mark the turning points of Christian history. Consideration is given to the patristic, medieval, Reformation, and contemporary periods, which saw the rise of new churches, symbols, creeds, doctrines, theological systems, and liturgies.

RELH 514 Studies in the History of Christianity (4)  
Key topics in the history of Christendom and Christian thought.  
*Prerequisite:* RELH 504 or comparable undergraduate course, or consent of the instructor.
RELH 545 The Story of Christianity: Formation (4)
The birth and development of Christianity from the apostolic age to the high middle ages, with emphasis on the formation of Christian beliefs and traditions.

RELH 546 The Story of Christianity: Reformation (4)
Christianity in the age of the Renaissance and Reformation, with emphasis on sixteenth-century movements and the emergence of Protestantism.

RELH 547 The Story of Christianity: Transformation (4)
Christianity in the Enlightenment and post-Enlightenment eras, with emphasis on the American religious scene, including the development of Adventism. Not open to students with credit in RELH 483 or HIST 430N. Students requiring this course for their major who have already had RELH 483 or HIST 430N should apply for one unit of Directed Study covering the post-Reformation and American religious history portions of this course.

RELH 583 History of Seventh-day Adventism (4)
A study of the origins, context, and development of Seventh-day Adventist doctrines and institutions from the 1840s to the 1960s. Includes emphasis on the role of Ellen G. White.

RELH 586 The Life and Thought of Ellen White (4)
Key events in the life of Ellen G. White (1827-1915) in the context of her major contributions to religious life in the Adventist movement and beyond.

RELH 614 Seminar in Church History (4)
Prerequisite: Consent of the instructor.

RELH 674 Reading Tutorial in Historical Studies (4)
Prerequisite: Consent of the instructor.

RELH 695 Topics in Historical Studies (4)
May be repeated for additional credit to a maximum of 12 units. Prerequisite: Consent of the instructor.

RELH 698 Thesis in Historical Studies (4-8)
May be repeated for additional credit to a maximum of 8 units.

RELH 699 Directed Study in Historical Studies (1-6)
Prerequisite: Consent of the instructor.

RELM 504 Christianity and Culture (4)
A comprehensive account of human culture as the expression of humanity’s call to participate in God’s creative work, as the medium through which humans receive and appropriate divine revelation, and as the context within which they experience divine redemption. These issues are approached through the disciplines of sociology of religion and social ethics. Particular attention will be paid to the development of religious convictions, and the challenges posed by cultural and religious diversity. Identical to RELE 504.

RELM 505 Witnessing, Evangelism, and Church Growth (4)
Theory and practice of successful outreach in the various cultural contexts of North America today.

RELM 514 Youth and Young Adult Culture (4)
An exploration of the specific cultural and demographic expectations of youth and young adults in relation to the mission and context of the church at large, and local congregations in particular. The culture of music, worship style, needs, expectations, values, perspectives will be examined.

RELM 534 Anthropology of Mission (4)
A study of mission, applying the findings of anthropology as they relate to cultural change. The processes of religious development, the means of diffusion, the factors affecting religious acculturation, and the analysis from case studies of programs planned to direct changes in religion.

RELM 614 Seminar in Mission Studies (4)
Prerequisite: Consent of the instructor.

RELM 674 Reading Tutorial in Mission Studies (4)
Prerequisite: Consent of the instructor.

RELM 695 Topics in Mission Studies (4)
May be repeated for additional credit to a maximum of 12 units. Prerequisite: Consent of the instructor.

RELM 698 Thesis in Mission Studies (4-8)
May be repeated for additional credit to a maximum of 8 units.

RELM 699 Directed Study in Mission Studies (1-6)
Prerequisite: Consent of the instructor.

PASTORAL MINISTRY

RELP 504 The Calling and Spiritual Identity of the Pastor (4)
The spiritual challenge of the pastorate; how to meet it and grow. The complicated role and self-understanding of a pastor as a public figure, leader of a congregation, minister to people in need, and private person.

RELP 506 Congregational Life and Leadership (4)
The implications in practice and theology of clergy leadership in the local congregation. Contemporary theories and praxis will be studied.

RELP 507 The Nature of the Church and Its Ministries (4)
A concise theology of the church with its implications for worship, ministry, religious experience, and praxis. The course provides the basis for theoretical and biblical analysis of the nature, function, purpose, and mission of the Church in contemporary society. The course includes two foci: theological and practical implications. Models for ministry will be explored using historical, theological, and psychological resources.
RELP 508 Mission and Strategic Planning in Ministry (4)
An exploration of ministry with its implications for worship, experience and praxis with a view to building up the body of Christ. The “what” “who” and “how” of strategic planning to maximize a church’s potential for spiritual growth. How to initiate change in a church setting with a view to helping outreach and evangelism. Evaluation and assessment is included in this comprehensive study.

RELP 514 Fieldwork in Educational Ministry (1)
Practice in teaching in an educational setting; interaction with students in a learning setting either in a school or a church. May be repeated for additional credit to a maximum of 3 units. **Prerequisite:** RELP 468.

RELP 515 Youth Ministry and the Local Church (4)
Designed to provide insight into the theology, organization, and methods of local youth ministry. The problem of what to do in the local setting with youth and young adults as they grow toward God. Consideration of the problems of leadership, activities, model of ministry and current materials available.

RELP 516 Practicum in Youth Ministry (4)
Supervised application (90 clock-hours) in local church or other institutional settings, based upon the student’s approved project proposal. The course requirements include the preparation and submission of a major written analysis of the project and its implementation. **Prerequisite:** RELP 515.

RELP 517 Religion and the Arts (4)
An exploration of the purpose and contribution of the arts in the expression of religious commitment.

RELP 518 Pastoral Ethics (4)
An introduction to the ethical dimensions of church office and pastoral care. Includes an overview of moral, societal, and legal responsibilities associated with pastoral roles and the central ethical issues which arise in the context of ministry. Special attention will be given to the appropriate use of personal power, church resources, and the influence of office.

RELP 524 Clinical Pastoral Education (4-12)
A twelve-week course for church pastors and seminary students, including supervised experience with patients, lectures by hospital staff, seminars, conferences, and hospital rounds with physicians. Five eight-hour days per week. Limited enrollment. Credit earned in this course is recognized by the Association for Clinical Pastoral Education, Incorporated. A qualified student wishing to earn credit in clinical pastoral education must receive permission from the graduate advisor and the School of Religion prior to enrollment through the Medical Center at Loma Linda University.

RELP 525 Fieldwork in Pastoral Ministry (1)
Practical application of the practice of ministry into an overall theory of ministry. May be repeated for additional credit to a maximum of 3 units. **Prerequisite:** Consent of the instructor.

RELP 527 Crisis Counseling and Intervention (4)

RELP 528 Interpreting and Preaching the Old Testament (4)
The interpretation of selected parts of the Old Testament for the purpose of sermon preparation and delivery.

RELP 529 Interpreting and Preaching the New Testament (4)
The interpretation of selected parts of the New Testament for the purpose of sermon preparation and delivery.

RELP 535 Psychology of Religion (4)
An examination of psychology of religion. Religious experience and faith growth as seen from the perspective of the psychologist of religion and ministerial team.

RELP 536 Principles of Pastoral Counseling (4)
A survey of principal theories and counseling approaches for use in the pastoral ministry.

RELP 537 Equipping the Laity for Mission (4)
Methods and resources for developing lay leaders and for helping them identify and employ their spiritual gifts in support of the life of the local church.

RELP 539 Pastoral Theology (4)
Biblical and theological basis of, and the implications for methods in helping relationships as they relate to the unique role of ministry

RELP 545 Fostering Faith Across the Life Cycle (4)
This course focuses on the relationship between the concepts of Christian ministry and human development. It will review the prominent theories and research in the field of developmental psychology and faith development and will consider their relevance to the work of Christian education and ministry. Replaces RELP 564 in former MPS and MDiv programs.

RELP 547 Financial Management in the Local Church (4)
Church financial policies of the Seventh-day Adventist denomination, with principles for the responsible accounting, handling and managing of financial resources.

RELP 549 The Theology and Practice of Christian Worship (4)
A historical and theological survey of Christian proclamation, liturgics, with implications for praxis in a contemporary church.

RELP 554 Small Group Ministry (4)
Theory, methods and practice of growing small group ministries in the local congregation.

RELP 556 Conflict Resolution in the Local Church (4)
Approaches and techniques for dealing redemptively with conflict and decision making within the congregation.
RELP 558 The Church in Urban Contexts (4)
Examination of the special needs of congregations in inner-city and densely urban contexts with a view to developing resources and approaches for ministry.

RELP 564 Religious Development and Moral Learning (4)

RELP 565 Building Family Ministry (4)
The family as a context for ministry. The role of children’s ministry, methods, psychological and lifecycle concerns, and analysis of creative ministry for multigenerational ministry.

RELP 567 Counseling Youth and Young Adults (4)
Counseling applications for the Christian community of youth, including problem solving, decision making, values clarification, and church-related conflict issues.

RELP 569 Models of Religious Education (4)
This course employs six categories (aim, content, teacher, learner, environment, and evaluation) for ascertaining the shape of religious education endeavors through the church’s history as a backdrop to its focus on this century and the contemporary church/school religious educational system.

RELP 577 The Theology and Practice of Preaching (4)
Basic study of the practice of skills and approaches to preaching exploring the methods, theory, and function of preaching the Bible.

RELP 578 Contextual Homiletics (4)
The study of the content and methods of contextual preaching. Courses will rotate through a number of unique contexts such as youth and young adults, multicultural contexts, multigenerational contexts, and evangelism. Courses may also focus upon a particular portion of the Old or New Testament. May be taken for credit twice.

RELP 589 Christian Spiritual Resources (4)
Biblical understanding of personal faith. Exploration of three aspects of the religious life. The course will explore: (1) relationship of spirituality to the ministry of the whole church; (2) knowledge and experience as a means to Christian growth; (3) an understanding of the work of God’s grace in the process of spiritual formation in both clergy and congregation.

RELP 591 Ministry Practice and Project I (4)
An advanced project developed for and completed in a local church setting.

RELP 592 Ministry Practice and Project II (4)
An advanced project developed for and completed in a local church setting.

RELP 593 Ministry Practice and Project III (4)
An advanced project developed for and completed in a local church setting.

RELP 594 In-parish Project I (4)
An advanced project developed for and completed in a local church setting.

RELP 604 Seminar in Church and Ministry (4)
Prerequisite: Consent of the instructor.

RELP 605 Seminar on Current Issues in Youth Ministry (4)
Prerequisite: Consent of the instructor.

RELP 606 Seminar in Worship (4)
Advanced consideration of special topics in Christian liturgics, worship styles, parish involvement and evangelistic potential. Prerequisite: Consent of the instructor.

RELP 608 Seminar in Outreach and Mission (4)
Prerequisite: Consent of the instructor.

RELP 609 Seminar in Personal Ministry (4)
Topics for this seminar may include family system theory, marriage enrichment, sexuality and contemporary society, Volunteerism, evangelism, discipleship. Prerequisite: Consent of the instructor.

RELP 614 Seminar in Pastoral Leadership (4)
Topics may include: leadership in cultural contexts; church administration; Christian educational ministry, multi-generational ministry, and ministry to singles. Prerequisite: Consent of the instructor.

RELP 616 Seminar in Spiritual Formation (4)
Investigation of the historical, biblical, practical aspects of spiritual growth. Topics such as spiritual trauma, healing, spiritual guidance, prayer, discipleship focus the attention of this study. Prerequisite: Consent of the instructor.

RELP 674 Reading Tutorial in Professional Studies (4)
Prerequisite: Consent of the instructor.

RELP 695 Topics in Professional Studies (4)
May be repeated for additional credit to a maximum of 12 units. Prerequisite: Consent of the instructor.

RELP 698 Thesis in Professional Studies (4-8)
May be repeated for additional credit to a maximum of 8 units. Prerequisite: Consent of the instructor.

RELP 699 Directed Study in Professional Studies (1-6)
Prerequisite: Consent of the instructor.
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With collaborating and/or adjunct faculty members, lecturers, and others, teachers holding faculty status in the University constitute the faculty of the University. Some whose primary faculty appointments are in other Schools of the University or other neighboring institutions are listed as collaborating or adjunct faculty. Lecturers have teaching positions but not faculty status in the University. All teachers listed in the departments are found in the alphabetical listing below.

Pamela Allington, Adjunct Professor of Curriculum & Instruction, School of Education
M.A. La Sierra University

George Araya, Adjunct Professor of Administration & Leadership, School of Education
Ed.D. Loma Linda University

James W. Beach, Associate Professor of Mathematics, College of Arts and Sciences
D.A. Idaho State University 1977

C. Edward Boyatt, 1998. Professor of Administration and Leadership, School of Education
Ed.D. University of Southern California 1979

Gary L. Bradley, 1972. Professor of Biology, College of Arts and Sciences
Ph.D. University of California, Davis 1982

Nathan Brandstater, 2004. Associate Professor of Chemistry, College of Arts and Sciences
Ph.D. University of California Los Angeles 1996

Michael Brown, Art, College of Arts and Sciences
B.F.A. La Sierra University

Virlynn Burton, Curriculum and Instruction, School of Education
M.A.T. Andrews University 1982

Melvin D. Campbell, Curriculum and Instruction, School of Education
Ph.D. Purdue University 1963

Linda Caviness, 1999. Professor of Curriculum and Instruction, School of Education
Ph.D. Andrews University 2001

Gary Chartier, 2001. Associate Professor of Law and Business Ethics, School of Business
Ph.D. University of Cambridge 1991
J.D. University of California at Los Angeles 2001

Dora Clark-Pine, 2002. Associate Professor of School Psychology and Counseling, School of Education
Ph.D. Andrews University 1995

Wilton E. L. Clarke, 1986. Professor of Mathematics, College of Arts and Sciences
Ph.D. University of Iowa 1975

Benjamin L. Clausen, Physics, College of Arts and Sciences
Ph.D. University of Colorado 1987

Natasha Dean, 2003. Assistant Professor of Biology, College of Arts and Sciences
Ph.D. Loma Linda University 2004

Jeffrey N. Dupeé, 1991. Professor of History, College of Arts and Sciences
J.D. Peninsula University 1988
Ph.D. Claremont Graduate University 2002

Timothy Musso, 2008. Assistant Professor of Art, College of Arts and Sciences
M.F.A. California State University, Long Beach 2007

Lee F. Gree, 2007. Assistant Professor of Biology, College of Arts and Sciences
Ph.D. Loma Linda University 2006

Jennifer A. Helbley, 2006. Assistant Professor of Chemistry, College of Arts and Sciences
Ph.D. University of Nevada 2006

Michael S. Malarek, 2008. Assistant Professor of Chemistry, College of Arts and Sciences
Ph.D. University of Melbourne 2004

Melissa J. Brotton, 2007. Assistant Professor of English, College of Arts and Sciences
Ph.D. University of North Dakota 2004

Sari Fordham, 2007. Assistant Professor of English and Communication, College of Arts and Sciences
M.F.A. University of Minnesota 2007

Lora E. Geriguis, 2006. Assistant Professor of English and Communication, College of Arts and Sciences
Ph.D. University of California, Riverside 1997

Christine Law, 2006. Assistant Professor of Communication, College of Arts and Sciences
M.A. La Sierra University 1999
Marilyn K. Loveless, 2007. Associate Professor of English, College of Arts and Sciences
Ph.D. Griffith University 2004

Sam McBride, 2007. Associate Professor of English and Communication, College of Arts and Sciences
Ph.D. University of California, Riverside 1997

William C. Andress, 2008. Associate Professor of Health and Exercise Science, College of Arts and Sciences
Dr.PH Loma Linda University 1988

Ken R. Crane, 2008. Assistant Professor of Society, College of Arts and Sciences
Ph.D. Michigan State University 2000

Andrew Howe, 2005. Assistant Professor of History, College of Arts and Sciences
Ph.D. University of California, Riverside 2005

Lisa A. Kohlmeier, 2005. Assistant Professor of History, College of Arts and Sciences
B.A. Atlantic Union College 1992

Barbara L. Kreaseck, 1989. Associate Professor of Computer Science, College of Arts and Sciences
Ph.D. University of California, San Diego 2003

René M. Ramos, 1983. Associate Professor of Music, College of Arts and Sciences
Ph.D. Indiana University 1998

Horace Crogman, 2007. Assistant Professor of Physics, College of Arts and Sciences
PhD in Physics, University of Arkansas, 2004

Elvis L. Geneston, 2008. Assistant Professor of Physics, College of Arts and Sciences
Ph.D. University of North Texas 2008

Sibyl Beaulieu, 2007. Assistant Professor of Social Work, College of Arts and Sciences
MSW, Loma Linda University, 1995

Laurellé C. Warner, 2006. Assistant Professor of Social Work, College of Arts and Sciences
M.S.W. University of Connecticut, 1985

Tadeusz Kugler, 2005. Assistant Professor of Economics, School of Business
PhD, Claremont Graduate University, 2005

Doug Lainson, 2008. Assistant Professor of Management, School of Business
M.B.A. Biola University 2005

Kan Sugahdh, 2007. Associate Professor of Accounting, School of Business
M.S. Rutgers University 1994

A. Andrew Truong, 2006. Assistant Professor of Management, School of Business
Ed.D. University of Southern California, Los Angeles 2006

Kristine E. Webster-Poole, 2006. Associate Professor of Accounting and Finance, School of Business
M.B.A. La Sierra University 1991

Danette L. Zurek, 2006. Assistant Professor of Accounting, School of Business
M.B.A. Andrews University 1998

Sandra J. Balli, 2005. Associate Professor of Curriculum and Instruction, School of Education
Ph.D. University of Missouri 1995

Lolita N. Davidson, 2006. Associate Professor of Curriculum and Instruction, School of Education
Ed.D. Loma Linda University 1991

Sandra S. Green, 2007. Associate Professor of Curriculum and Instruction, School of Education
Ed.D. La Sierra University 2002

Shirley M. Gregg, 2007. Associate Professor of School Psychology and Counseling, School
Ph.D. Capella University 2003

Steve Pawluk, 2007. Professor of Administration and Leadership, School of Education
Ed.D. Montana State University 1992

Robert D. Bates, 2006. Assistant Professor of Archeology and History of Antiquity, School of Religion
Ph.D. Andrews University 2004

Cindy J. Parkhurst, 2005. Associate Librarian, Library
J.D. Willamette University College of Law 1988
MLIS, San Jose State University, 1994

Hilda Smith, 2008. Assistant Librarian, Library
M.L.S. University of California, Los Angeles 1982

Christina Viramontes, 2008. Assistant Librarian, Library
M.L.I.S San Jose State University 2008

Michael K. Easley, Art, College of Arts and Sciences

Barbara Favorito, 1990. Associate Provost and Professor of Music, College of Arts and Sciences
D.M.A. University of Miami 1990

S. Eugene Gascay, Curriculum and Instruction, School of Education
Ed.D. Northern Colorado State University 1963

Lawrence T. Geraty, 1993. Professor of Archaeology and Ancient Near East, College of Arts and Sciences, School of Religion
Ph.D. Harvard University 1972

V. Bailey Gillespie, 1970. Director of Pre-Seminary Program and Professor of Theology and Christian Personality, School of Religion
Ph.D. Claremont Graduate University 1973

Hilma Griffin, Curriculum and Instruction, School of Education
Ed.D. La Sierra University 1992
L. Lee Grismer, 1994. Professor of Biology, College of Arts and Sciences
Ph.D. Loma Linda University 1994

Fritz Guy, 1990. Research Professor of Philosophical Theology, College of Arts and Sciences, School of Religion
Ph.D. University of Chicago Divinity School 1971

Kendra Haloviak, 2001. Assistant Professor of New Testament Studies, School of Religion
Ph.D. Graduate Theological Union 2002

Ginger Hanks Harwood, 1997. Associate Professor of Religious and Theological Studies, School of Religion
Ph.D. Iliff School of Theology, University of Denver 1991

Douglas Hermann, Curriculum and Instruction, School of Education
Ed.S. La Sierra University 1992

Gloria M. Hicinbothom, 1991. Associate Professor of Psychology and Child Development, College of Arts and Sciences
Ph.D. University of Connecticut 1998

Sharilyn R. Horner, 2000. Assistant Professor of Mathematics, College of Arts and Sciences
M.A. California State University, Fullerton 2002

Vernon W. Howe, 1974. Professor of Mathematics and Computer Science, College of Arts and Sciences
Ph.D. Dartmouth College 1971

Winona R. Howe, 1991. Professor of English, College of Arts and Sciences
Ph.D. University of California 1991

Frederick G. Hoyt, Emeritus Professor of History
Ph.D. Claremont Graduate University

Enoch O. Hwang, 1998. Associate Professor of Mathematics and Computer Science, College of Arts and Sciences
Ph.D. University of California, Riverside 1999

Chang-Ho Ji, 1994. Professor of School Psychology and Counseling, School of Education
Ph.D. Andrews University 1995

John R. Jones, 1990. Associate Professor of New Testament Studies and World Religions, School of Religion
Ph.D. Vanderbilt University 1982

Eugene E. Joseph, 1989. Assistant Professor of Biology, College of Arts and Sciences
Ph.D. Morehouse School of Medicine 2004

Jeffry Kaatz, 1988. Vice President for Advancement and University Relations and Professor of Music, College of Arts and Sciences
D.M.A University of Southern California 1989

Elissa Kido, 2001. Professor of Curriculum and Instruction, School of Education
Ed.D. Boston University 1980

In-Kyeong Kim, 1995. Professor of Psychology, College of Arts and Sciences
Ph.D. Cornell University 1990

Wonil Kim, 1994. Associate Professor of Old Testament Studies, School of Religion
Ph.D. Claremont Graduate University 1996

Robert Krone, Distinguished Visiting Professor of Strategic Management, School of Business
Ph.D. University of California at Los Angeles 1972

Raejin Lee, 2005. Assistant Professor of Music, College of Arts and Sciences
M.Mus. Indiana University at Bloomington 2001

Ping-Herng Denny Lin, 2001. Assistant Professor of Mathematics and Computer Science, College of Arts and Sciences
M.S. California State University, Fullerton 2002

Paul M. Mallery, 1993. Professor of Psychology, College of Arts and Sciences
Ph.D. University of California, Los Angeles 1994

Suzanne T. Mallery, 2001. Associate Professor of Psychology, College of Arts and Sciences
Ph.D. Fuller Theological Seminary 1998

Leslie R. Martin, 1996. Professor of Psychology, College of Arts and Sciences
Ph.D. University of California, Riverside 1996

Lawrence R. McCloskey, 1996. Professor of Biology, College of Arts and Sciences
Ph.D. Duke University 1967

Roger L. McFarland, 1979. Associate Professor of Health and Exercise Science, College of Arts and Sciences
M.Ed. Wayne State University 1970

Roosevelt McKenzie, Administration and Leadership, School of Education
Ed.D. Loma Linda University 1983

Charles McKinstry, Administration and Leadership, School of Education
J.D. University of San Diego 1977

Beatriz Mejia-Krumbein, 1997. Professor of Art, College of Arts and Sciences
M.F.A. James Madison University 1996

Nanci Geriguis-Mina, Lecturer in English As a Second Language, School of Business
M.A. Loma Linda University 1989

Wallace D. Minder, Curriculum and Instruction, School of Education
Ed.D. Loma Linda University 1984

Lourdes E. Morales-Gudmundsson, 1995. Professor of Spanish, College of Arts and Sciences
Ph.D. Brown University 1981
Krista Motschiedler, 2002. Assistant Professor of Chemistry, College of Arts and Sciences
Ph.D. University of California, Los Angeles 2000

Kenneth A. Narducci, 2006. Associate Professor of Music, College of Arts and Sciences
D.M.A. University of Oregon 1989

Cheng F. Ng, 1991, 2002. Professor of Mathematics and Computer Science, College of Arts and Sciences
Ph.D. University of California, Irvine 1991

John D. Ng Wong Hing, 1996. Assistant Professor of Mathematics, College of Arts and Sciences
M.A. University of California, Los Angeles 1979

George O. Ogum, 1997. Associate Professor of Finance, School of Business
D.B.A. University of Memphis 1990

Anita O. Oliver, 1990. Professor of Curriculum and Instruction, School of Education
Ph.D. University of Wisconsin - Madison 1993

Tonya R. Perry, Curriculum and Instruction, School of Education
Ed.S. La Sierra University 2000

Susan D. Patt, 1979. Associate Professor of Art, College of Arts and Sciences
M.Ed. Miami University 1976

Marvin A. Payne, 1997. Associate Professor of Chemistry, College of Arts and Sciences
Ph.D. University of North Texas 1993

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Ph.D. University of Western Ontario 1994

Myrtha E. Rhys Pizarro, 1990. Professor of Spanish, College of Arts and Sciences
Ed.D. Loma Linda University, 1985

Prudence E. LaBeach Pollard, 1999. Associate Professor of Management, School of Business
Ph.D. Western Michigan University 1993

Norman D. Powell, 1985. Professor of Administration and Leadership, School of Education
Ed.D. University of Southern California 1982

Rene M. Ramos, 1983. Associate Professor of Music, College of Arts and Sciences
Ph.D. Indiana University 1997

Lee H. Reynolds, 1982, 2001. Professor of Finance, School of Business
Ph.D. University of Nebraska 1979

E. Earl Richards II, 2002. Assistant Professor of Music, College of Arts and Sciences
M.Mus. University of California, Los Angeles 1996

Elias G. Rizkallah, 2001. Professor of Marketing and Management, School of Business
Ph.D. Northwestern University 1982

Elvin S. Rodriguez, 1998. Professor of Music, College of Arts and Sciences
Ed.D. Teachers College of Columbia University 1991

Delmer G. Ross, 1976. Professor of History and Political Science, College of Arts and Sciences
Ph.D. University of California, Santa Barbara 1970

Ivan E. Rouse, 1978. Professor of Physics, College of Arts and Sciences
Ph.D. Washington State University 1974

Esther Saguar Sierra, 1997. Assistant Professor of Spanish, College of Arts and Sciences
M.A. Universidad de Valencia 1984

Adeny S. Schmidt, 1974. Professor of Psychology, College of Arts and Sciences
Ph.D. University of California, Los Angeles 1986

Kitty J. Simmons, Library Director. Associate Librarian, Library
M.I.S University of Florida 1973

Juanita J. Singh, 1986. Associate Professor of English As a Second Language, School of Business
Ed.D. Loma Linda University 1992

Kimo Smith, 1990. Associate Professor of Music, College of Arts and Sciences
D.M.A. University of California, Los Angeles 1997

Siddharth Swaminthan, 2001. Associate Professor of Economics and Quantitative Methods, School of Business
Ph.D. Claremont Graduate University 2001

G. Roger Tatum, 1979. Professor of Chemistry, College of Arts and Sciences
Ph.D. University of Maryland 1979

Charles W. Teel, Jr., 1967. Professor of Religion and Society, School of Religion
Ph.D. Boston University 1972

John Thomas, 1989. Bashir Hasso Associate Professor of Entrepreneurship, School of Business
Ph.D. Claremont Graduate University 2001

Robert K. Thomas, 2001. Associate Professor of Health and Exercise Science, College of Arts and Sciences
Ed.D. Boston University 2007

Terrill Thomas, 2001. Assistant Professor of Art, College of Arts and Sciences
B.F.A. Art Center College of Design 1992

Donald W. Thurber, 1975. Professor of Music, College of Arts and Sciences
Ph.D. University of North Texas 1976
Dan Tinianow, 2003. Assistant Professor of Communication, College of Arts and Sciences
Ph.D. Syracuse University 1997

Ph.D. University of Chicago 1981

Wendel Tucker, Administration and Leadership, School of Education
Ph.D. Miami University 1984

Jason J. Uyeyama, 2002. Assistant Professor of Music, College of Arts and Sciences
M.Mus. The Juilliard School 2001

Jon D. Vanderwerff, 1998. Professor of Mathematics, College of Arts and Sciences
Ph.D. University of Alberta 1992

John W. Webster, 1999. Professor of Theology and History of Christianity, College of Arts and Sciences, School of Religion
Ph.D. Princeton Theological Seminary 1995

Dorita West, Curriculum and Instruction, School of Education
M.A. La Sierra University 1986

James R. Wilson, 1991. Professor of Biology, College of Arts and Sciences
Ph.D. University of Cincinnati 1976

Leland Y. Wilson, 1974. Research Professor of Chemistry, College of Arts and Sciences
Ph.D. University of Nebraska 1964

Mary E. Wilson, 1994. Associate Professor of Communication, College of Arts and Sciences
Ph.D. University of Southern California 2001

Won K. Yoon, 1976. Professor of Sociology, College of Arts and Sciences
Ph.D. Louisiana State University 1976

Tony I. Zbaraschuk, Special Collections Librarian. Assistant Library M.L.S. Indiana University 1993
College of Arts and Sciences

Hilmer W. Besel
Emeritus Professor of Mathematics and Computer Science
M.A. University of Nebraska

Walter S. Hamerslough
Emeritus Professor of Health and Exercise Science
Ed.D. University of Oregon

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Ph.D. University of Colorado

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Ph.D. University of Kansas

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Emeritus Professor of English
M.A. University of Nebraska

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Ph.D. Michigan State University

J. Paul Stauffer
Emeritus Professor of English
Ph.D. Harvard University

School of Business and Management

Arthur E. R. Klein
Emeritus Professor of Business and Economics
M.A. Michigan State University

School of Education

Agnes R. Eroh
Emeritus Professor of Curriculum and Instruction
Ed.D. Boston University

Mary W. Groome Frick
Emeritus Professor of Curriculum and Instruction
M.A. Claremont Graduate University

Norman C. Maberly
Emeritus Professor of Educational Foundations and Research
Ed.D. University of Southern California

Willard H. Meier
Emeritus Professor of Curriculum and Instruction; and Educational Foundations and Research
Ed.D. University of California, Los Angeles
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